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A Perception of the Role and Status Position of the School Business Official in Louisiana.

Gwynn Lance Shamlin

Louisiana State University and Agricultural & Mechanical College

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A PERCEPTION OF THE ROLE AND STATUS POSITION
OF THE SCHOOL BUSINESS OFFICIAL
IN LOUISIANA

A Dissertation

Submitted to the Graduate Faculty of the
Louisiana State University and
Agricultural and Mechanical College
in partial fulfillment of the
requirements for the degree of
Doctor of Education

in

The Department of Education

by
Gwynn L. Shamlin
B.A., Southern University, 1959
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ABSTRACT

The purpose of this study was to determine the role and position of the school business official serving in Louisiana's local public school systems. The study was concerned with the personal and professional characteristics of the school business officials, their qualifications and experience, their duties and responsibilities, and their opinions and attitudes relative to their position in the public school system.

A questionnaire was sent to the chief school business officials in each of Louisiana's sixty-six public school systems. Sixty or ninety-one percent were returned. Data from the replies were the source of information for this study.

The years of experience of the school business officials in Louisiana ranged from less than a year to over eighteen years, with the mode at eighteen years or more. More than half had been employed nine or more years in their present system. Two-thirds had no teaching experience.

Seventy percent had earned a Bachelor's degree or higher, and 30 percent earned the Master's degree or more with business administration or educational administration being the area of specialization most frequently reported. Approximately 70 percent did not hold a valid Louisiana teaching certificate.

The majority of the respondents devoted from none to six hours to professional growth per week. About 72 percent did not meet the requirements approved by the ASBO Board of Directors.

Approximately 72 percent of the school business officials reported their salaries were over \$14,000 a year, with 27 percent earning \$19,000 and over annually.

Personal characteristics of the school business officials consisted of an age range between 41 and 55 years. Eighty-two percent of the respondents were male and approximately 78 percent were married. About 87 percent had been employed in their present position for ten or more years or life.

Nearly one-third of the school business officials were given duties other than those classified as business functions.

Approximately two-thirds of the school business officials in Louisiana indicated a need for State certification. Over three-fifths of the school business officials either found a considerable amount or very much self-satisfaction provided by their positions.

In a majority of instances, the educational, preparational level, and the duties and responsibilities of school business officials in Louisiana appeared high.

The duties most frequently performed by the school business officials in Louisiana were mainly concerned with financial or fiscal management. Whereas, the duties least frequently performed by the school business officials in Louisiana were mainly concerned with auxiliary services and were not directly related to financial or fiscal management.

An appreciable number of school business officials reported performing duties not classified in business functions.

Several of the respondents were in need of additional staff assistance.

It is recommended that school business officials in Louisiana should meet the requirements approved by the ASBO Board of Directors.

It is recommended that the school business officials in Louisiana should have a Bachelor's degree in business and a Master's degree in the field of educational administration. The core of the graduate education program should include courses related to school finance, school business administration, management, school law, and general school administration.

It is recommended that the title of "Business Manager" should be used to identify school business officials in Louisiana.

It is recommended that to increase the professional status of the school business officials in Louisiana, the State Board of Elementary and Secondary Education should require certification standards for the professional business official.

Continuous professional growth of school business officials in Louisiana through attendance, active participation, and completion of workshops, meetings, and courses related to school business management should be encouraged and promoted.

Chapter 1

INTRODUCTION

The Association of School Business Officials of the United States and Canada (1974) stated school business management began in the mid-nineteenth century. A need was recognized for an employed manager of the business affairs of school districts. The current emphasis on national assessment and public pressure for accountability necessitates good school business management.

Englehardt and Alexander (1928) indicated there was no series of problems which claimed the attention of today's administrators as those problems associated with the financing of public school systems. Critics have constantly stated that the amount of money spent for public schools has been excessive. It was frequently suggested that if methods of conducting the business affairs of the school system were improved, savings could be effected.

ASBO (1974) defined school business management as a phase of educational administration which was integrated with all activities of the school system, and it has a major responsibility the provision of funds and facilities necessary to achieve the educational goals of the school system.

Hill (1970) recognized that decisions relating to curriculum, school organization and personnel were interdependent with decisions related to finance, buildings, equipment and supplies. By accepting the relationship between curriculum planning and the financing of the

program, school trustees have enhanced the professionalism of all school administration, including the school business administrator. Educational decisions reflect business involvement, just as business decisions reflect business involvement.

Colmey and Hill (1964) stated all phases of school administration were interrelated and that it was important to the well-being of the school system to have a unified or team approach to all administrative activities whenever more than one administrator was involved. In many small systems there was an administrator who was assigned chief responsibility in all areas of school administration. As districts increased in size of population, it was common to find an emerging pattern of administration. This pattern generally calls for a professionally trained person or team of persons to provide the total administrative services needed for the school system. Historically, school business administration has been one of the first areas to be carefully delineated and assigned to a person other than the administrator chiefly responsible for the instructional program. Thus, school business management emerged as an important component of educational administration. Clearly defined domains were essential for the maximum effectiveness of school business management.

Jordan (1969) stated that three main reasons for this emergence were the increase in the geographical size of districts due to consolidations and mergers, an increase in the size and complexity of both educational programs and the services provided by schools, and the increase in the dollar magnitude of the educational program.

Knezevich (1969) found that within the framework of the unit type of administration, it was virtually impossible for one executive to

manage all aspects of the educational institution. Therefore, subordinate executive positions in the central office administrative and supervisory staff were needed. Some superintendents have been criticized for spending too much time on financial matters and too little on instructional activities. Such difficulty may be traced to the lack of sufficient central-office staff to perform the detailed work of fiscal and material resource administration. However, it was recognized that general executive responsibility for all business affairs remains with the superintendent of schools.

Fensch and Wilson (1964) stated when boards of education were responsible for the employment of specialists to assist with the administrative function, the superintendent was faced with the problem of which functional task to be delegated first, and what type of specialists to be employed. Among the first specialist appointed by the superintendent should be an individual assigned to the area of fiscal responsibilities.

Hill (1970) believed the responsibilities of the school business specialist in any given school system must be in keeping with the local historic patterns, available staff and the particular competencies of the individual. No two school business administrators have identical roles, but experience suggests a broad range of functions assigned the school business administrator.

There were several publications which have been written about school business management. However, there does not exist research which describes the status of the chief business official serving in the local public school systems in Louisiana.

THE PROBLEM

Statement of the problem. The purpose of this study was to determine the role and position of the school business official serving in Louisiana's local public school systems. The study was concerned with the personal and professional characteristics of the school business officials, their qualifications and experience, their duties and responsibilities, and their opinions and attitudes relative to their role and position in the public school system.

Questions to be answered. Based on the problems stated, the following questions were formulated to guide the investigation:

1. What were the personal characteristics of the school business officials which determine status?
2. What were the professional qualifications and experience of the school business officials which determine status?
3. What duties and responsibilities did the school business officials perform which determines roles?
4. What were the opinions and attitudes of the school business officials with reference to their respective roles and position?

Delimitation of the problem. This investigation was limited to a study of the chief business officials in each of Louisiana's sixty-six public school systems.

DEFINITION OF TERMS USED

Administration. In this study, administration was interpreted as a social process concerned with creating, maintaining, stimulating,

controlling, and unifying formally and informally organized human and material energies within a unified system designed to accomplish predetermined objectives.

School business administration. This term was interpreted as a phase of educational administration which was integrated with all activities of the school system, that has as its major responsibility the provision of funds and facilities necessary to achieve the educational goals of the school system.

School business official. This term was used to denote the person employed or appointed on a full-time basis with specific responsibility for the fiscal or financial affairs of any of the sixty-six Louisiana school districts. The term "school business official" was used throughout this study.

Association of School Business Official (ASBO). This term refers to the national professional organization of school administrators or officials whose primary duties were identified with fiscal management.

Louisiana Association of School Business Officials (LASBO). This term was used in this study to refer to the professional organization of school administrators or officials in Louisiana whose primary duties were identified with fiscal management.

Registered School Business Official (RSBO). This term refers to a set of requirements for status that persons must meet as approved by the ASBO Board of Directors. Persons dealing with specific phases of

school business administration were referred to as Registered School Business Officials.

Registered School Business Administrators (RSBA). This term refers to a set of requirements for status this person must meet as approved by the ASBO Board of Directors. Persons dealing with the total area of school business, and with subordinate school business officials, were designated as Registered School Business Administrators.

SOURCES OF DATA

Data used in this study were obtained from:

1. Louisiana School Directory - Bulletin 1404 - Session 1974-1975. Issued by the Louisiana State Department of Public Education.
2. A questionnaire submitted to the population of the public school systems' chief business official.
3. American Association of School Administration publications.
4. Association of School Business Officials publications.
5. Doctoral dissertations pertinent to the study.
6. Other volumes and periodicals related to the problem.

IMPORTANCE OF THE STUDY

In any school system, there have been persons responsible for determining that the system was able to transform the available funds into efficient and effective educational services. Diversity, in responsibilities, functions, and duties was probable in the sixty-six respective school systems. In some public school systems, a person has been designated as the chief school business official. In other school

systems, the business aspect of the system becomes an integrated responsibility but not a sole responsibility of the designee. Thus, there was an apparent need to examine and clarify the status of the chief school business official in the public school systems of Louisiana.

Therefore, this study was important for the following reasons:

1. This study should be of interest to the Louisiana State Department of Education and the Board of Elementary and Secondary Education in establishing professional standards for the position of school business official.
2. This study should aid colleges and universities in designing and implementing a curriculum for the training of school business officials.
3. This study should be significant to local public school superintendents in the selection and evaluation of school business officials.
4. This study could be of value to LASBO by providing the organization with greater insight as to the status of the chief school business official in Louisiana.
5. This study should be helpful to local school boards in redefining and restructuring the legal functions and the role of the chief school business official of Louisiana.
6. This was the first study of its nature in Louisiana. It could serve as a springboard for future research.

ORGANIZATION OF THE STUDY

Chapter 1 provided background information for the problem under investigation. Emphasis was placed upon the status of the position of the chief school business official.

Chapter 2 presented a summary of the related literature surveyed by the investigator. The review was divided into four sections, namely, the experiences and preparation, personal characteristics, duties and responsibilities and opinions and attitudes held by school business officials.

Chapter 3 presented procedure used in the study. Attention was given to the device used for obtaining information and the statistical computations utilized.

Chapter 4 presented an analysis, in tabular form, of the data obtained from the instrument utilized in the study.

Chapter 5 was a summary of the study and a list of concluding statements based upon the basic purpose of the study.

Chapter 2

REVIEW OF RELATED LITERATURE

Chapter 2 was a review of current literature related to the problem. The status of the chief public school business official was analyzed. Emphasis was placed upon the experience and preparation, personal characteristics, duties and responsibilities and impressions of the position of the chief school business official. In addition, material was presented which emphasized the necessity for clearly defined domains of the chief public school officials for maximum effectiveness in school business management.

EXPERIENCE AND PREPARATION OF THE CHIEF SCHOOL BUSINESS OFFICIAL

Hill (1970) stated that the school business administrator needs to be capable in business affairs and knowledgeable on educational problems. His preparation may have been primarily in professional education with an understanding of good business practice. He may have, as his major background, preparation and experience for business with an understanding of good education. The important consideration was that he be equally concerned with an understanding of both aspects of his job as business administrator in an educational enterprise.

Hill's research recognized for several decades there has been controversy over whether the school business administrator ought to be a professional educator or at least have had some experience as a

classroom teacher so that he might have an understanding of the work of the teacher.

Davies (1963) reported school business officials in Michigan were educators in the sense that they possess teacher's certificates (87 percent) and have had teaching experience (76 percent). A large majority (71 percent) held at least a master's degree.

Hill stated many leading educators believe professional training and teaching experience was highly desirable, and some would make it a requirement for appointment. Studies suggested that about three out of four school business administrators have had some educational experiences.

Candoli (1973) believed professional training requirements for school business administrators varied widely from state to state and school system to school system. In most cases where the title of assistant superintendent was used, requirements included the holding of a valid administrative certificate, usually based upon the same standards and certification procedures as provided for the superintendent's certificate. In states where the school business administrator did not have the title of assistant superintendent, certification was not generally required and noneducationally trained persons often occupied the position. Very few colleges and universities provided sufficient course work leading to a degree in school business administration, but most provided work in school business administration as an integral part of the degree program.

Hill emphasized there were more individuals who had achieved positions of responsibility and stature in the field of school business administration who had college training in such fields as business administration, engineering, architecture, law, accounting and other

non-educational areas. Still others had achieved rank and responsibility primarily through long successful, practical experience and had performed very creditably in their assignments. Similarly, there were superintendents of schools who had no specific educational and administrative training and who were very successful.

Hill further indicated that no fixed set of qualifications or training guaranteed competency in a school business administrator, although a professional program of preparation seemed to provide the greatest assurance of success.

Candoli (1973) reported a number of universities provided short-term workshop activities and seminars that focused on school business administration or a subtopic such as accounting, school planning, maintenance and operations.

Hill viewed the position of the school business administrator as becoming more professional in future years. The majority of future appointments to such positions were to be college trained and, in many cases, would have had previous professional teaching experiences. In certain subordinate positions, such as those of school business officials having specialized responsibilities in such areas as plant operation, financial accounting, auditing, transportation and purchasing, educational experience may be outweighed by experience and training in the practical area involved. Preference may still be given to those persons having broad training as well as specialized competencies in a particular field.

The major professional organization for school business administrators has been and remains the Association of School Business Officials of the United States and Canada, or ASBO. ASBO has for a number of years

advocated certification for school business administrators and has actively solicited cooperation from colleges and universities in the development of formal degree programs in the field. In 1967 the ASBO Board of Directors approved a statement of requirements for a registered School Business Administrator. This certification effort was revised in 1970 and included the following criteria:

1. Current membership in ASBO along with evidence of five continuous years of membership.

2. Applicant must be a practicing school or college business administrator or have college teaching responsibilities in school business administration. Applicant must have charge of three out of the five major categories of school business administration which are:

- (1) buildings and grounds, (2) financial affairs, (3) transportation, (4) school lunch, and (5) non-certificated personnel.

3. Applicant must have a minimum of a master's degree from an accredited college or university in an area of school business management or in educational administration.

4. Applicant shall have completed a minimum of five years of satisfactory demonstrated administrative experience in the specific field of school business administration.

5. Applicant must have spent a minimum of three years in one job as proof of professional competency and of job stability.

6. Applicant must submit an administrative organization chart indicating applicant's position as the top school business administrator.

7. Evidence of applicant's participation in the state ASBO organization must be included with the applicant.

Candoli (1973) discussed the criteria presented by ASBO as emphasizing a strong desire and continuing effort expended toward certification standards for school business administrators. States were increasingly recognizing such efforts and approximately one-half of the states presently have some minimum requirements.

Further identified in Candoli's writing were other organizations which have some relevance for school business administrators. They included: The American Association of School Administrators (AASA) which was basically the highest level organization for school administrators and to which most superintendents and assistant superintendents belonged, and the Council of Educational Facility Planners (CEFP) which concentrated its efforts on the facility-planning task of the school business administrators. Both of these organizations provided a variety of programs, seminars, workshops, and conferences that were of high value to the school business administrator.

Hill's (1970) studies, in respect to previous experience, indicated that very few school business administrators came to their position without prior work experience of some kind. Many have had both education and business backgrounds. Generally, a minimum of at least four years experience in business and/or education appeared desirable, including at least one year of administrative or supervisory experience and responsibility. Preference was given to applicants whose experiences have special value in terms of preparation for their particular responsibilities.

Hill, in discussing the need for continuing education, reported that school business administrators were assigned a wide range of responsibilities; therefore, it was difficult for any one person to be kept informed of all the latest developments in various areas of

responsibility. The speed with which changes were made in educational procedure and management techniques was staggering. The introduction of highly sophisticated equipment, the electronic storage and retrieval of information, and electronic formulation of knowledge added new and complicated responsibilities to the office of the business administrator.

Hill stated programs of continuing education were the best means for a school business administrator to keep pace with rapid changes and developments. The type of continuing education in which the business administrator should be involved depended to a great extent on his previous training and experience. Ideally, he should be a certified school business administrator. If he was not, his training should first be structured to accomplish this end.

Hill agreed that changing times required high degree of specialization in all areas of school business administration. Therefore, it was imperative that the school business administrator recognize the new dimensions of challenge and change that increased his responsibilities.

A study by Marino (1963) at Columbia University was formulated to develop a simulated situation for the instruction of school business administrators. The conceptual design of the study was derived from the study of the construction of the Whitman School in the project known as the "Development of Criteria for Success in School Administration," and personal discussion with various staff members of Teacher College of Columbia University. He stated that a simulated situation had been developed, not as a training program, but as another helpful tool for the training of school business administrators.

After Carnahan's (1966) statement of the problem, he considered the question - "What training and experience do the school business officials have in selected schools in the fifty states?" This study revealed that college preparation of school business officials ranged from none to more than seven years, with the mode at five years of training. The most prevalent degree was the Master's degree. The most common field of preparation was education. The average business official had five years of prior business experience and ten years of school experience, with seven years in the present position. The main determinants of status were salary, official title, and organizational position.

The primary purpose of Holmgrain's (1968) study was to survey and analyze the functions and responsibilities of the school business manager in selected Nebraska school systems. He concluded that a majority of persons performing the school business functions were professionally trained educators, although two had their preparation in general business administration. In a majority of instances, the general educational preparation level for the person performing the functions of the business manager appeared quite high. There appeared to be general agreement among the school administrators involved in the study that the internship in school business management was an important phase of training for future school business managers and a majority of respondents indicated a willingness to supervise an intern; but most indicated a lack of funds to provide an intern.

Casey (1964) stated that the school business administrator was expected to have graduate-level education - at least the Master's degree, but preferably including a sixth year of preparation. This training should be enriched by a program in business management specifics,

including accounting, law, school construction, operation and maintenance of plant, purchasing, budgeting, insurance, transportation, food service, and personnel management. An internship program in which the graduate student received on-the-job experiences in a controlled environment, was to be included. Attention was also given to the in-service education of school business administrators. The rapid advances in many areas of school business fully justified an active program of workshops, seminars and conferences for the practitioner.

Casey felt that prior experience was usually important for the maturity that it should have nurtured. However, all men did not mature at the same rate and all job experiences were not of equal value. So it was hazardous to outline a parameter of prior experience.

Crockett's (1972) study attempted to ascertain the status, professional responsibilities, qualifications, and work experiences of the business manager in Texas schools. Nearly one-half of the business managers had earned the Master's degree, with some administration being the area of specialization most frequently reported. The median number of years that the business managers had been employed in the field of education was 19.2. Approximately 85 percent of the respondents were certified as teachers or administrators. The title most frequently reported was business manager. The position of business manager was reported as a full-time position by 98.8 percent of the participants. Approximately 14 percent of the participants indicated that their districts required the Master's degree and/or business managerial experience for the position of business manager. The Bachelor's degree was required by 19.3 percent of the school districts.

Sharp's (1968) study was designed to propose a program for the preparation of school business managers in Indiana. The data gathered by tabulating suggested courses for preparing school business managers and the results of the questionnaires determined that a program for the preparation of school business managers should consist of the following courses: (1) public school finance, (2) public school budgeting and accounting, (3) school business management, (4) plant planning and construction, (5) school law, (6) repair and maintenance of building and grounds, (7) personnel management, (8) workshop or seminar in school business management, (9) public relations or school-community relations, (10) public school administration, (11) office management, (12) advanced public school finance, (13) practice and problems in school administration, (14) practicum in school administration, (15) research and evaluation techniques, (16) secondary school curriculum, (17) elementary school curriculum, (18) educational psychology, (19) historical, social and philosophic foundations, (20) pupil transportation, (21) cafeteria management, (22) insurance management. Additional findings of the research indicated that a program of preparation for the school business manager should be a two-year program above a bachelor's degree with a minimum of a master's degree. State certification should be available for school business managers and such certification need not require previous teaching experience for formal certification or training as classroom teachers.

Thompson's (1971) findings, in his study to determine the criteria for preparation of public school business managers, were similar to Sharp's findings. He concluded:

1. Any preparatory program for public school business managers should require a master's degree as the minimum level of education.

2. The completion of a program leading to a teaching certificate would be good preparation for public school business managers.

3. Public school business managers, because of their varied duties, need a broad background of preparation which should include some expertise in the field of professional education, educational administration, business administration, and engineering.

4. The background of the school business manager should include a combination of experience in teaching and school administration, and either business experience or an internship.

5. Chief school business officials should have the title of "assistant superintendent."

6. Salaries of public school business managers should be included in the state Minimum Foundation Program.

7. State certification should be required for public school business managers.

In an article appearing in Nation's Schools (1971) it was reported that the typical full-time school business official was well educated with a background in teaching, generally supervising a large number of people, and commanding a salary equivalent to industry's "middle management" executives. The composite business manager held a master's degree, was paid between \$15,000 and \$20,000 a year, had earned more than one teaching certificate, had taught school an average of eight years, had been a business official for seven years, had worked in his school district for ten years, supervised, indirectly or directly, fifty or more people, had earned education experience prior to becoming a business manager, and reported directly to the superintendent.

PERSONAL CHARACTERISTICS OF THE CHIEF
SCHOOL BUSINESS OFFICIAL

Yeager (1959) in discussing the criteria for professional status, listed the following personal characteristics: (1) demonstration of abilities which pertain to management, such as decision-making, and ability to work with others and (2) characteristics which pertain to the person more intimately, such as honesty, integrity, sincerity, courtesy, patience, firmness when needed, culture, and avoidance of uncouth language and manners.

Linn (1964) itemized twelve specific desirable personal characteristics which the business administrator should possess:

1. Be able to get along well with others.
2. Like people and should show it, not by effusive "blabber," but by deed.
3. Be a person of integrity: honesty, sincere, and truthful so that he can command the respect and trust of others.
4. Be courteous and respectful to others.
5. Be fair in his dealings with others and demonstrate no favoritism.
6. Be a "self starter," as he must initiate many of his own actions and activities.
7. Be a good listener.
8. Be patient.
9. Be firm when the occasion requires.
10. Have a sense of humor.
11. Cultivate a pleasing voice (as contrasted with one that is loud, sharp, strident, raucous, or possibly too low).

12. Avoid profanity and obscenity in the use of language.

Hill's (1970) compiled list of personal characteristics reflected the recognition of the school business administrator's role as a motivator of others who directed the planning and operation efforts of the school business office. These personal characteristics were:

1. He possessed plenty of directed drive. The true leader had more drive than his peers. He had more energy, more staying power, more confidence. His drive was directed toward achieving goals in which he believed.

2. He liked people and showed it. A good administrator really liked people. A sincere liking for people as unique personalities, coupled with a bright faith in the future, made a winning combination.

3. He was able to get along well with others. Without this characteristic it would be difficult for him to function effectively.

4. He was a good listener. One of the best instruments of the administrator was a pair of good ears.

5. He was a person of integrity whose honesty, sincerity, and truthfulness merited respect and encouraged similar traits in others.

6. He was fair in his dealings with all. The administrator menu offered a steady diet of "hot potatoes." The good administrator did not pass the buck but accepted the blame, and he builds a reputation for fairness.

7. He was a self-starter. A leader sets the pace for new ideas. He picks up the ball and runs.

8. He possessed a high threshold of annoyance and a sense of values. The wise one rarely "blows off steam." He was no victim of his own emotions. He was bigger than the problem that confronts him. His

perspective prevented him from taking himself too seriously and gave him inner resources in time of stress.

9. He developed a high articulation and writing skills and watched his language. The ability to draw persuasive "word pictures" helped others to see and to accept group objectives. His language was above reproach, and he carefully avoided offending anyone.

10. He possessed the ability to make problems of others his own. His willingness to accept the problems of others and to share in the solution was evidence of leadership.

11. He was willing to accept criticism. He needed to guard against creating a "yes" man attitude on the part of his associates. As a good administrator he knew how to receive criticism and use it constructively.

12. He was able to render decisions. Frequently, more grief was created by no decision among staff members than by a poor one. If his batting average was high, he remained in the line-up.

13. He was willing to bask in reflected glory. The real business manager viewed himself as a member of a team rather than the star player. As a good teacher he recognized good work and rendered proper credit to all who have shared in it.

14. He was ready to take quick action. If he viewed a situation that could become a crisis, he dealt with it properly. The good administrator was one who recognized and dealt with a small problem before it became a big one.

15. He was, first of all, a good person.

16. He wanted to be a part of a strong team rather than a strong man standing alone. He selected able and creative persons as his

co-workers, cooperated with them in a give-and-take relationship and desired the efficiency and broad viewpoint that was possible when several first-rate minds were analyzing a situation.

17. He had respect for all persons with whom he dealt. He respected them, first, because he believed in the fundamental dignity and worth of every human being, and second, because he believed that a person should be treated with consideration, not only for what he was, but for what he might become.

18. He selected qualified assistants. He delegated as much routine to them as possible.

19. He was compassionate.

20. He never forgot that his powers were delegated to him by others. It was his to exercise only so long as he made use of it in the spirit and for the purposes behind its bestowal into his hands. His authority was limited on every hand by the objectives he was seeking and the interests and desires of those who were affected by his actions.

Several studies have been made that related some personal characteristics of the business manager or administrator employed in particular states. Buzby's (1964) main purposes of study were to determine the status of the school business manager in second class school districts of Pennsylvania. He found that the typical business manager was a married male with a median age of 50.2 years. He assumed his present position at the age of 40.8 years, and his assigned title was secretary-business manager.

In a similar study, Foutes (1964) sought to determine the person-position description of the public school business administrator serving in the public schools of Missouri and to determine the person-position

description of the public school business administrators. Data indicated that the median age of the public school business administrator was 44.2 years of age and the median number of years he had been in his position was 7.1 years.

Weber's (1964) study was concerned with the leadership characteristics of public elementary business administrators. The problem was to identify specific leadership characteristics which were found in successful business administrators and to compare these characteristics with those found in other school administrators. He found no significant relationship between the naming of accomplishments by subordinates and leadership ability. The business administrator possessed seven personality characteristics which were different from the norms on religious, dominance and change and lower on theoretical autonomy, abasement, and aggression. He felt business administrators in this study represented business administrators in general, in that successful business administrators were expected to (1) be more religious, (2) display more leader behavior, (3) be more interested in change, (4) be less interested in the discovery of truth, (5) require less personal independence, (6) be less self-degrading, and (7) be less critical of others than will the general population. Business administrators were likely to be (1) more persevering, (2) more procedure conscious, (3) less interested in theory, and (4) less likely to analyze the actions of others than would other school administrators.

Casey (1964) in discussing the temperament of the school business administrator, stated the job to be done was not impossible, so the person filling the position need not be a superman. Needed were the standard attributes of any administrator. These would include integrity,

ability to work with others, interest in people, and emotional stability. As in other administrative jobs, vigor, a sense of priorities and objectives, a willingness to make decisions, and skill in communication were necessary. Beyond this, the school business administrator must also have an interest in the business management aspects of education. This meant a tolerance of the requirement for precision in much of his actions, because he dealt with absolutes. It meant a talent for living with deadlines and routines, because much of the activity consisted of these factors.

Crockett (1972) found the mean age of the business managers was 48.1 years, and a median age 51 years. More than 60 percent of the respondents were within the age range of forty to fifty years. Thirty-two, or 11.2 percent of the participants were women. Over 91 percent of the respondents were married.

Nation's Schools' (1971) survey revealed most school business managers were in their forties. Only five percent, primarily in rural districts with smaller enrollments, were under thirty. Another five percent were over sixty and were most often found in large urban districts.

Abramson (1975) found the average school business officer was a male, over 45 years of age, earned \$15,000 to \$20,000 a year, had been constant in one job and intended to remain a business officer. They were 91 percent male, 86 percent were in their first or second job, and 60 percent had held their present job at least five years. Of the \$61 billion spent nationally on education in 1974, chief business officers served in the districts that spent \$52 billion, or 85 percent of that

total. Of the number participating in the study, 46 percent considered themselves members of the top administrative team.

DUTIES AND RESPONSIBILITIES OF THE CHIEF SCHOOL BUSINESS OFFICIAL

Katz's (1955) taxonomy of skills of an effective administrator developed the idea that the tasks of an administrator could be analyzed in terms of technical, human and conceptual skill areas.

Candoli and others (1973) concluded that the interaction between the superintendency and the school business administrator required a close and vital relationship. This was to be accomplished in the superintendency team concept.

The major areas of responsibility for school business administrators have been identified by ASBO (1960). These appeared to be the most representative of those positions entailing the business administration function in schools. These responsibilities were:

1. Budgeting and financial planning
2. Purchasing and supply management
3. Plant planning and construction
4. School - community relations
5. Personnel management
6. In-service training
7. Operation and maintenance of plant
8. Transportation
9. Food services
10. Accounting and reporting
11. Office management.

Oosting's (1957) status study was concerned with the respondents' opinions about the desirable qualifications for a school business manager. He concluded that the business manager finds it necessary to apportion his time or delegate to others the responsibility for about 16 divisions of work. More time was spent on the first ten areas which included purchasing and inventory control, equipment of plant, accounting and finance, personnel, architectural planning and construction, operation and maintenance of plant, delivery and warehousing, board meetings, minutes, and reports, cafeteria operation, and pupil transportation. Less time was spent on the other duties which included business administration and management, real estate matters, conferences of staff, community and state, including reports and records, and planning surveys and research.

Rosenstengel and Swiers (1947) did a rather detailed study of the duties and responsibilities of school business managers. This study revealed the following facts concerning the duties and responsibilities of school business managers:

1. He generally served as secretary of the board of education, but only in the smaller districts did he serve as treasurer.

2. Budget preparation was a joint responsibility of the superintendent and business administrator, but the latter generally administered the budget.

3. He generally had complete control of accounting; made cost studies, regular monthly financial reports, and annual financial reports; kept a record of bonds and other financial obligations; and supervised the bonding of the custodian of funds.

4. He had general supervision of the construction program in cities above 75,000 population, but generally not in the smaller cities and school districts.

5. He had general supervision of the alteration program in cities above 25,000 population.

6. He generally supervised janitorial services; and was responsible for maintenance of plant and minor repairs in connection with the operation of plant in cities above 25,000 population.

7. He appraised property for insurance in cities above 75,000 population; recommended to the board of education the amount and type of insurance in cities above 25,000 population; and generally, purchased the property insurance.

8. However, he generally was not responsible for health and accident insurance for employees, or liability insurance for students; but he generally was responsible for liability insurance on motor vehicles in cities above 25,000 population.

9. He generally kept the insurance records; made and kept an inventory of property and equipment; kept cost accounts of building and equipment; and sold or disposed of obsolete or worn equipment.

10. He generally wrote specifications for supplies and equipment in cities above 25,000 population; purchased all educational, operational, and maintenance supplies; and kept all records pertaining to the administration of supplies.

11. Interestingly enough, he generally did not have major responsibility for transportation affairs in cities below 500,000 population, which created a rather illogical situation.

12. More often than not, he served as personnel manager for the non-teaching employees in cities above 25,000.

13. He generally was responsible for the entire payroll accounting.

14. He had considerable responsibility for cafeteria service (financial management, purchasing agent, record keeping and cost accounting) in cities above 500,000 population.

Hill (1970) provided a very outlined list of duties and responsibilities with similarities to the aforementioned list. Most interesting was his observation of the new areas of responsibility. He stated that:

. . . . Because of the complexity of our contemporary society, the school business administrator must view his role as greater than the functions, duties and responsibilities actually assigned to him. One new area involved in his expanded role is that of educational public relations. The school business administrator must be in communication and interaction with decision makers in the community because the business of the school cannot be isolated from the community it serves. In recent years, tax payers have become more knowledgeable about and concerned with the educational process of its financial operations. Therefore, it is becoming increasingly essential for the school business administrator to establish a direct line of communication between the school system and the public.

The study by Carnahan (1966) was done to determine the specific duties of selected school business officials and to determine which duties they recommended. The duty recommended by the greatest number of business officials was compiling the school budget, with ninety-eight percent recommending it and eighty-two percent always performing it. The duty recommended by the smallest number of business officials was supervision of school-community facilities, with thirty-five percent listing this item. The greatest range in recommendations among geographic areas concerned assessment, levy and tax collection procedures, and transportation routing and scheduling, each with a range of thirty-seven percent. The greatest amount of agreement was for internal auditing

procedures, with a range of less than two percent. The percentage of school business officials recommending the duties was consistently higher than the percentage performing them, and usually much higher than the ones always performing them. The duty never performed by the greatest percentage of business officials was attendance accounting, and the greatest variation among geographic area was for controlling menus, lunch prices, and portions served, with a thirty-six percent range.

Other studies on a given state have been reported in large numbers. Some reported findings as to the duties and responsibilities being performed by school business officials. Ellis (1961) set out to analyze and evaluate the business functions currently being performed at each of three administrative levels - state, county, and district in the public schools of California. He found a basic philosophy was emerging in the state that the responsibility for school business functions be borne by the local unit. He concluded that the review of existing assignments of school business functions at the three administrative levels provided abundant evidence that legislative and constitutional enactments have provided adequately for efficient organization and administration of most of these functions.

Davies (1963) conducted a study to determine the status of the chief business officials in the Michigan public school systems excluding Detroit. The study was concerned with the qualifications and experience of the business officials, their duties, their positions in the respective school organizations, and their impressions of their positions. He wrote that at least eighty-two percent of the business officials reported that they held major responsibilities in each of the following fields: accounting and bookkeeping, purchasing, transportation or cafeteria services, operation and maintenance, insurance administration,

and budget preparation and presentation. Problems cited by these officials included the need to clarify the definition of the business officials' responsibilities and excessive work load carried by business officials.

Foutes (1964) reported that twenty duties and responsibilities were performed by more than 50 percent of Missouri's business administrators, and the same twenty were recommended by more than 50 percent of the superintendents. Thus, he concluded that the business administrator of Missouri met the qualifications as identified by research in the following areas: (1) administration organization, (2) school board meeting attendance, (3) membership in professional organizations, (4) work experiences, (5) duties and responsibilities.

Lamp's (1964) study dealt with the perceptions of and expectations for the role of California public school business administrators. The analysis dealt with the relationships existing between (1) the perceptions of credentialed and non-credentialed business officials about selected functions pertaining to their role, and (2) the expectations of two counter positions, superintendents and principals, with respect to these same functions. Based on the findings in the study, the following were identified: (1) credentialed and non-credentialed business administrators in California perceived the same role, (2) business administrators have a well-defined role relating to business functions, (3) superintendents tended to agree essentially with non-credentialed business administrators on the role and disagree with credentialed business administrators, who tended to assume more authority in facets other than business of the role, (4) size and type of district were of little importance in establishments of the role, and (5) the business administrator is expected to function

as a "business man," primarily, and these expectations preclude his functioning as an "educator."

Holmgrain (1968) concluded that although the number of school districts in Nebraska employing a full-time business manager was small, the positions of business manager seemed likely to become more important as the school district reorganization program made progress. Generally, the duties and responsibilities performed by the school business manager in Nebraska schools followed rather closely the pattern of duties considered the most typical by authorities in the area of school business management.

Crockett (1972) found a majority of the business managers in Texas Schools had full responsibility for the following duties: (1) financial research, (2) annual audit, (3) bids and specifications, (4) insurance, (5) purchase of equipment and supplies, (6) transportation, (7) budget control, (8) payroll, and (9) bill payment. A majority shared responsibility for the following: (1) personal records, (2) construction of facilities, (3) non-professional personnel, (4) lunch program, (5) school contracts, (6) budget preparation, (7) salary schedule, (8) election and bonds, (9) public relations work, (10) inventories, and (11) budget presentation.

OPINIONS AND ATTITUDES OF THE CHIEF SCHOOL BUSINESS OFFICIAL

Kibby (1974) set out to determine the perceived role of the school district business manager from the perspective of school district superintendents, school district business managers, and school district board members. The findings were reported by grouping a school district

average daily membership (ADA), and a Friedman Two-Way Analysis of Variance was employed to determine the statistical significance of between groups and within group differences. He found no statistically significant differences within each of the respondent groups to the total business manager's role or any one of its four dimensions - administrative responsibility, school-community relations, planned change, and professional improvement. Statistically significant differences were found between the groups with regard to the total business manager's role and within each dimension of that role.

Farthing's (1969) study was done to investigate the amount of agreement existing between business managers, board members, superintendents, principals, and teachers from small, medium-size, and large school districts concerning their perceptions of the role of the business managers. Although there were similarities in the belief patterns held by school personnel concerning functions of the school business manager, there were sharply delineated differences centering around the business manager's involvement in the educational realm. The majority of participants did not believe that the business manager should be a viable force affecting the educational or professional dimension of the district's operation. The size of the school districts from which participants were from had some effect on their beliefs. Small districts had considerably more respondents perceiving the business manager as a viable force in the educational realm than did the large or medium-size districts. Small districts, however, still had a majority of respondents excluding the business manager from functioning in the educational realm.

Crockett (1972) found that of a total of 285 business managers responding in a study, 119, or 41.4 percent considered their position to

have line and staff responsibilities. Ninety-seven, or 34.4 percent, considered their position to be staff, and thirty-eight, or 13.3 percent, reported their position to be line. Nearly one-half of the business managers were given duties other than those associated with business management. Of those business managers, 18.9 percent reported that 75 percent of their time was devoted to business management. Approximately 85 percent of the business managers indicated a state certification plan for the business manager would improve professional preparation for the position. The respondents also indicated support for such a plan.

Magnuson (1971) identified the characteristics of successful school business managers by using criteria that had been validated previously by a panel of eminent educators who independently nominated a list of fifteen business officials as being qualified subjects for the study. He concluded: (1) The ability to maintain good human relations was as important a factor as knowledge of the field in successful school business management. (2) A particularly important aspect of human relations was communication. (3) Different professional and personality characteristics as a school business official were important to different people, depending upon the working relationship with that official. (4) Successful business officials had many common professional characteristics. (5) The business manager was at times a leader and at times a follower, depending upon the situation and the individuals involved. (6) Success was dependent upon many characteristics. (7) Business managers were unique individuals possessing varying combinations of characteristics that lead to success. (8) The democratic process was important in school business management.

Lusk's (1970) study was designed to (1) locate damaging performances or aspects of behavior that had led to a severance of professional relationships between the school business manager and his superintendent, (2) identify and analyze these areas, and (3) provide guidelines for more effective working relationships. Primary data for the study were obtained from responses to a critical-incident questionnaire. His conclusions were: (1) Business managers who fail to produce reliable financial information were highly vulnerable for job severance. (2) Failure to support the superintendent and board reflect lack of understanding concerning the power relationships in a public school district and may be the underlying cause of nearly all involuntary separations. (3) Inadequate means were employed by superintendents in business manager selections to identify personality and work styles which were at a tolerate level for a long-term relationship. (4) The strained experience from conflict situations leads to coping responses such as social and psychological withdrawal with accompanying reduction in communication, resulting in even greater pressure to change. (5) Business managers did not feel they had just one boss. Subordinates and peers were largely frustrated in their ability to influence the business manager but still had a substantial impact upon the way he did his work.

Nation's Schools' (1971) survey revealed the following concerning business officials' attitudes and opinions of personal aspects of their jobs. Topping the list of traits ranked positively were confidence in their own staffs and in their own contributions to the educational system. Eighty-seven percent planned to make school business management a life-long career, even though 26 percent say they often felt like

resigning. Seventy-seven percent feel they did not do enough long-range planning, mostly because of day-to-day job pressures. On job training, thirty-eight percent felt inadequate, accounting for the large number who displayed interest in out-of-district training programs, and the even larger number who attended such sessions in the past two years. Almost half of the respondents felt communication was less than satisfactory. Almost all business managers said that they had good rapport with the superintendent; more than 70 percent agreed that teachers trusted their functions; and about three-quarters considered themselves skilled in managing people, which implied little communication difficulties with their staffs.

The Nation's Schools' survey further reported that school business managers were confident of their qualifications to administer money and people, but were uncomfortable when it came to electronic data processing and system knowledge. Predictably, business managers were not as sure of themselves in educational areas as they were in financial and office matters. Half were unsure about teaching methods and just under half felt uneasy about making judgments about curriculum development.

SUMMARY

The concept of the position, responsibilities, and qualifications of the school business administrator evolved over many years, and was still in the process of development. The job responsibilities in any given community was described in terms of the local historic patterns, the local staff available, and the unique competencies of the particular individuals involved. No two school business administrators had identical tasks. However, wide experiences suggested a broad range of duties usually associated with or assigned to him.

It was quite evident in the review of literature that different professional and personality characteristics as school business officials were important to different people, depending upon the working relationship with that official. The ability to maintain good human relations was as important as being knowledgeable in the field of management.

The business administrator was a member of the top team in school management and understood the prime goals of education. The important consideration was that he be equally concerned with an understanding of both aspects of his job as business administrator in an educational enterprise.

Chapter 3

PROCEDURES OF THE STUDY

The purpose of this chapter was to describe the procedure used in developing an instrument for obtaining information to determine the role and position of the school business official serving in Louisiana's local public school systems. Included were the statistical computations utilized and the method used in selecting subjects for the study.

THE POPULATION

The population included the chief school business official in each of Louisiana's sixty-six public school systems. This person was employed or appointed on a full-time basis with specific responsibility for the fiscal or financial affairs of any of the sixty-six Louisiana school districts. (See Appendix A.)

DEVELOPMENT OF THE QUESTIONNAIRE

The following procedures were used in constructing the questionnaire for this study:

1. Permission was sought and granted from ASBO to revise Part B of the questionnaire used in the Nationwide Study of School Business Administration Responsibilities in Small School Districts. (See Appendices B and C.)

2. Permission was requested and granted from the president of ASBO and the major professor for the endorsement of the study. (See Appendices D and E.)

3. An accompanying cover letter (Appendix E) containing the purpose and a description of the study was submitted.

4. The questionnaire was designed to include items pertaining to four broad categories: (a) the experience and preparation - items one through twenty-two; (b) the personal characteristics - items twenty-three through twenty-nine; (c) the duties and responsibilities - items thirty through sixty-one; and (d) the views - items sixty-two through sixty-nine.

5. The procedure for identifying the chief school business official of each of the public school systems consisted of: (a) information from the Louisiana School Directory Bulletin - 1404 (1974-1975) and (b) a roster from the executive secretary of LASBO (Appendix F).

6. The questionnaire was sent to each of Louisiana's sixty-six public school systems. (See Appendix G). A letter explaining the nature of the study accompanied the questionnaire. (See Appendix E).

7. Follow-up letters to local school systems failing to return the questionnaires were sent approximately one month after the original mailing.

QUESTIONNAIRE RETURNS

Of the sixty-six questionnaires sent to the subjects, sixty or ninety-one percent of the school business officials returned the completed questionnaires.

TREATMENT OF DATA

In treating the data from the sixty returned questionnaires, the following procedures were used:

1. The responses to the items on the questionnaires were processed by the Louisiana State University Computer Center.

2. The responses to each item were summarized and the results were presented in numbers and percentages in tabular form. The tables contained the summary of the data from the questionnaires.

SUMMARY

The following procedures were used in obtaining and analyzing data used in this study:

1. Permission was requested and received from ASBO to revise Part B of the questionnaire used in the Nationwide Study of School Business Administration Responsibilities in Small School Districts.

2. The questionnaire consisted of items pertaining to (a) the experience and preparation, (b) the personal characteristics, (c) the duties and responsibilities and (d) the views.

3. The questionnaire was sent to the chief school business officials in each of Louisiana's sixty-six public school systems.

4. Sixty returns or ninety-one percent of the school business officials returned the completed questionnaires.

5. The responses obtained from the questionnaires were summarized and the results were presented in tabular form expressed in numbers and percentages.

Chapter 4

ANALYSIS OF DATA

The purpose of Chapter 4 was to present the data obtained from the study of the role and position of the school business official serving in Louisiana's local public school systems.

The responses to each item of the questionnaire were processed by the Louisiana State University Computer Center. The responses were summarized and the results were presented in tabular form and expressed in frequencies and percentages.

In the following tables, the number indicated the ratio of the responses of each item to the total responses possible.

Although sixty school business officials participated, representing ninety-one percent of the school business officials contacted, each school business official did not respond to each item.

The four areas of concern were: (1) the experience and preparation, (2) the personal characteristics, (3) the duties and responsibilities, and (4) views.

THE EXPERIENCE AND PREPARATION OF THE CHIEF SCHOOL BUSINESS OFFICIAL

The data obtained from the questionnaire items one through twenty-three pertained to the experience and preparation of the chief school business official in Louisiana. This information was presented in Tables 1 through 22. The purpose of this section was to determine

the experience and preparation of the chief school business official in Louisiana.

In Table 1 data were presented which revealed the years of experience possessed by school business officials in Louisiana. Of the number participating in the study, approximately 22 percent had served eighteen or more years. Approximately 20 percent had nine to eleven years experience. It was interesting to note that 15 percent had only one year of experience. Approximately 12 percent had four to five years experience. Ten percent had two years experience. Approximately 7 percent had three years experience and another 7 percent had six to eight years experience. Five percent had fifteen to seventeen years experience. Approximately 3 percent had twelve to fourteen years experience.

Table 1
Years of Experience as School Business Officials

Years	Number	Percent
One year	9	15.0
Two years	6	10.0
Three years	4	6.7
Four-Five years	7	11.7
Six-Eight years	4	6.7
Nine-Eleven years	12	20.0
Twelve-Fourteen years	2	3.3
Fifteen-Seventeen years	3	5.0
Eighteen years or more	<u>13</u>	<u>21.6</u>
Total	60	100.0

In Table 2, data were presented concerned with the degrees earned by school business officials in Louisiana. Of the number participating in the study, forty percent had earned the Bachelor's degree. Thirty percent had earned the Master's degree in addition to completing further graduate work. It is interesting to note that approximately 3 percent had earned the Doctor's degree. Approximately 27 percent of the participants had completed formal training in institutions other than college. Such institutions included accountant by correspondence, business college, and high school.

Table 2
Highest Degree Earned by School Business Officials

Degree	Number	Percent
Bachelor's degree	24	40.0
Master's degree in Education	4	6.7
Master's degree in area other than Educational Administration and Supervision	3	5.0
Master's degree plus additional graduate work	11	18.3
Education Specialist degree	0	0.0
Doctor's degree	2	3.3
Other	<u>16</u>	<u>26.7</u>
Total	60	100.0

In Table 3 data were reported which indicated the total years of teaching experience school business officials in Louisiana had earned prior to taking their present positions. The data indicated that approximately 67 percent of the participants had no teaching experience. The

remaining 20 school business officials representing approximately 33 percent had teaching experience prior to assuming their present position. None of the 20 business officials had served less than ten years as a teacher while the remaining 11 had served more than ten years with 5 of the total having served in excess of twenty years.

Table 3

Years of Teaching Experience Prior to Taking Present
Position as School Business Officials

Years	Number	Percent
None	40	66.7
One year	4	6.6
Two-Three years	3	5.0
Four-Six years	1	1.7
Seven-Nine years	1	1.7
Ten-Fourteen years	5	8.3
Fifteen-Nineteen years	1	1.7
Twenty-Twenty-four years	3	5.0
Twenty-five years	<u>2</u>	<u>3.3</u>
Total	60	100.0

In Table 4 data were indicated which revealed the assignment held by the school business officials immediately prior to appointment to their present position. The data indicated that 30 percent of the school business officials were in business prior to their appointment. Approximately 21 percent had held a position in the district or parish office. Approximately 12 percent were teachers and a total of 7 percent were principals prior to their appointment. Approximately 18 percent of the

participants had held other positions. Such positions included working for the federal government, as public accountants, in military service, as hospital administrators, bankers, and sales tax collectors.

Table 4

Chief Assignment Immediately Prior to Appointment
as School Business Officials

Assignment	Number	Percent
Principal	4	7.0
Teacher	7	12.2
Superintendent	0	0.0
Industry	7	12.2
Business	17	30.0
Other position in parish office	12	21.1
Other	<u>10</u>	<u>17.5</u>
Total	57	100.0

In Table 5 data were reported which indicated the number of school business officials in Louisiana who possessed a valid Louisiana teaching certificate. Of the number participating in the study, 70 percent did not have a valid Louisiana teaching certificate. Thirty percent did have a valid Louisiana teaching certificate.

In Table 6 data were indicated which revealed the services school business officials in Louisiana were specified to render as shown in terms of their Louisiana teaching certificates. These services varied, with approximately 17 percent specifying services as either an administrator or supervisor. The remaining 83 percent indicated service as a classroom teacher.

Table 5

Valid Louisiana Teacher's Certificate Held by
School Business Officials

Response	Number	Percent
Yes	18	30.0
No	<u>42</u>	<u>70.0</u>
Total	60	100.0

Table 6

Services Specified to Render by
School Business Officials

Services	Number	Percent
Administrator or Supervisor	10	17.0
Classroom Teacher	<u>50</u>	<u>83.0</u>
Total	60	100.0

In Table 7 data are presented which revealed the major area of undergraduate study of school business officials in Louisiana. The data showed 60 percent of the school business officials majored in business. Approximately 20 percent majored in secondary education, whereas, 10 percent had earned an undergraduate degree in elementary education. Approximately 10 percent majored in other areas. Such areas included accounting and computer science.

Table 7
Major Area of Undergraduate Study of
School Business Officials

Area	Number	Percent
Education		
Elementary	6	10.0
Secondary	12	20.0
Business	36	60.0
Other	<u>6</u>	<u>10.0</u>
Total	60	100.0

In Table 8 data were reported that indicated the hours per week school business officials in Louisiana devoted to professional growth. Of interest and concern was that approximately 35 percent indicated they devoted no hours per week to professional growth. The data indicated that approximately 25 percent devoted one to two hours per week to professional growth. Some 23 percent indicated they devoted five to six hours per week to professional growth.

Data which indicated the college courses most important in the preparation of business officials as perceived by school business officials in Louisiana were presented in Table 9. The school business officials indicated that several courses were important. The data indicated that approximately 28 percent felt that school finance was most important. Approximately 23 percent felt school business management to be most important. Approximately 16 percent felt management to be most important. Approximately 13 percent felt school law to be most important. Approximately 11 percent felt general school administration to be most

important. It was interesting to note that about 4 percent felt curriculum and supervision of instruction to be most important. Five percent felt other courses to be most important. These courses included accounting, economics, and computer science.

Table 8
Hours Per Week Devoted to Professional Growth
by School Business Officials

Hours	Number	Percent
None	21	35.0
1 - 2	15	25.0
3 - 4	8	13.3
5 - 6	14	23.3
7 - 8	1	1.7
9 - 10	1	1.7
11 or more	<u>0</u>	<u>0.0</u>
Total	60	100.0

In Table 10 data were indicated relative to the number of school business officials in Louisiana who met the requirements approved by the ASBO Board of Directors. The data indicated approximately 72 percent of the school business officials met neither the Registered School Business Official (RSBO) or the Registered School Business Administrator (RSBA) requirements approved by the ASBO Board of Directors. Approximately 18 percent met the RSBO requirements. Only 10 percent met the RSBA requirements.

Table 9

College Courses Important in the Preparation
of School Business Officials

<u>Courses</u>	<u>Number</u>	<u>Percent</u>
General School Administration	13	10.9
School Law	16	13.3
School Finance	34	28.3
School Business Administration	27	22.5
Curriculum	3	2.5
Management	19	15.8
Supervision of Instruction	2	1.7
Others	<u>6</u>	<u>5.0</u>
Total	120	100.0

Table 10

Requirements Approved by the ASBO Board of Directors
of School Business Officials

<u>Requirements</u>	<u>Number</u>	<u>Percent</u>
Registered School Business Official (RSBO)	11	18.3
Registered School Business Administrator (RSBA)	6	10.0
Did Not Meet Requirements	<u>43</u>	<u>71.7</u>
Total	60	100.0

In Table 11 data were revealed concerning the professional organizations to which school business officials in Louisiana were members. The data showed that 59 percent were members of the Louisiana Association of School Business Officials (LASBO). Approximately 23 percent were members of the Association of School Business Officials (ASBO). Some 4 percent were members of the American Association of School Administrators (AASA). Approximately 14 percent were members of other organizations. Such organizations included the Louisiana Teachers Association (LTA), North Louisiana Association of School Business Officials (NLASBO), South Louisiana Association of School Business Officials (SLASBO), Association of Supervision and Curriculum Development (ASCD), Business and Professional Women (B&PW), and the National Council of Music.

Table 11
Professional Organization Membership of
School Business Officials

Organization	Number	Percent
Louisiana Association of School Business Officials (LASBO)	46	59.0
Association of School Business Officials (ASBO)	18	23.1
American Association of School Administrators (AASA)	3	3.8
Others	<u>11</u>	<u>14.1</u>
Total	78	100.0

In Table 12 data were shown which indicated school business officials in Louisiana serve as officers in related organizations.

The data indicated that approximately 63 percent had served as officers, whereas, approximately 37 percent had not served as officers.

Table 12

School Business Officials Serve as Officers
in Professional Organizations

Response	Number	Percent
Yes	38	63.0
No	<u>22</u>	<u>37.0</u>
Total	60	100.0

In Table 13 data were indicated concerning the publication and level of articles on education by school business officials in Louisiana. The data showed that approximately 93 percent had not published any articles on education. Approximately 7 percent had published articles.

Table 13

Publication of Articles on Education by
School Business Officials

Response	Number	Percent
Yes		
Local	2	3.3
State	1	1.7
National	1	1.7
No	<u>56</u>	<u>93.3</u>
Total	60	100.0

In Table 14 data were reported relative to the professional publications to which school business officials in Louisiana subscribed.

The data indicated that approximately 52 percent subscribed to School Management. Approximately 35 percent subscribed to School Business Affairs. Approximately 4 percent subscribed to Phi Delta Kappan. Approximately 9 percent subscribed to the other publications. Such publications included the following: Journal of Accounting, Nation's Schools, and American School Board Journal.

Table 14

Professional Publications Subscribed to
by School Business Officials

Publication	Number	Percent
Phi Delta Kappan	3	4.2
School Business Affairs	25	35.2
School Management	37	52.1
Council for Educational Facility Planners Journal	0	0.0
Others	<u>6</u>	<u>8.5</u>
Total	71	100.0

In Table 15 data were revealed relative to the current salary of school business officials in Louisiana. The data showed that 30 percent ranged between \$14,000 and \$16,999. It was interesting to note that approximately 27 percent of their salaries ranged \$19,000 and over. Approximately 18 percent ranged between \$12,000 and \$13,999. Fifteen percent ranged between \$17,000 and \$18,999. Approximately 7 percent ranged between \$10,000 and \$11,999. Only 5 percent ranged \$9,999 or less.

Table 15
Current Salaries of School Business Officials

Salary Range	Number	Percent
\$ 9,999 or less	3	5.0
10,000 - 11,999	4	6.6
12,000 - 13,999	10	16.7
14,000 - 16,999	18	30.0
17,000 - 18,999	9	15.0
19,000 and over	<u>16</u>	<u>26.7</u>
Total	60	100.0

In Table 16 data were shown that indicated the length of yearly employment of school business officials in Louisiana. Of the number participating in the study, all were employed for a length of 12 months.

Table 16
Length of Yearly Employment of School Business Officials

Months	Number	Percent
9 months	0	0.0
10 months	0	0.0
11 months	0	0.0
12 months	<u>60</u>	<u>100.0</u>
Total	60	100.0

In Table 17 data were reported that indicated the years of experience school business officials in Louisiana had in their present

systems. The data showed that 25 percent had eighteen years or more. Twenty percent had twelve to fourteen years. It was interesting to note that 15 percent had only one year. Ten percent had two years and another 10 percent had three years. Approximately 7 percent had four to five years and another 7 percent had six to eight years. Approximately 3 percent had nine to eleven years and another 3 percent had fifteen to seventeen years.

Table 17
Experience of School Business Officials
in Present School Systems

Years	Number	Percent
One year	9	15.0
Two years	6	10.0
Three years	6	10.0
Four - five years	4	6.7
Six - eight years	4	6.7
Nine - eleven years	2	3.3
Twelve - fourteen years	12	20.0
Fifteen - seventeen years	2	3.3
Eighteen years or more	<u>15</u>	<u>25.0</u>
Total	60	100.0

In Table 18 data were shown that indicated the number of professional courses related to school business management completed in the last five years by school business officials in Louisiana. The data indicated that approximately 78 percent had not completed a professional

course. Approximately 22 percent had completed one professional course with several completing two or more courses.

Table 18

Professional Courses Related to School Business Management
Completed in the Last Five Years by
School Business Officials

Courses	Number	Percent
None	47	78.3
One	2	3.4
Two - three	7	11.5
Four or more	<u>4</u>	<u>6.8</u>
Total	60	100.0

In Table 19 data were indicated that revealed the attendance of state and national meetings of school business officials by school business officials in Louisiana in the past two years and the level of these meetings. The data indicated that approximately 68 percent had attended several meetings. A total of 20 percent had attended meetings once or twice. It was interesting to note that approximately 13 percent had not attended a meeting. Of these meetings attended by school business officials in Louisiana, approximately 78 percent were at the state level. Approximately 22 percent of the participants had attended national meetings while the remaining number had limited meeting attendance to state conferences.

In Table 20 data concerned with the official title in the line staff organization of school business officials in Louisiana were

presented. Of the number participating in the study, approximately 43 percent had the title of "Business Manager" while 3 percent had the title of "Assistant Superintendent." Approximately 2 percent had the title of "Assistant Superintendent of Business Affairs." It was interesting to note that approximately 52 percent of the participants had other titles. Such titles included "Head Bookkeeper," "Supervisor of Business Services," "Sales Tax Collector and Director of Accounting," "Accountant," "Finance Director," "Sales Tax Administrator," "Director of Business," "Supervisor of Administration," "Superintendent," "Assistant Superintendent of Finance and Fiscal Affairs," "Director of Administration and Finance," "Director of Business Affairs," "Supervisor of Sales Tax and Tax Collection," and "Financial Accountant."

Table 19

State or National Meetings Attended by
School Business Officials

Response	Number	Percent
Yes, more than two	40	66.7
Yes, at least two	8	13.3
Yes, at least one	4	6.7
No	<u>8</u>	<u>13.3</u>
Total	60	100.0

Level of Meetings Attended		
State	28	77.8
National	<u>8</u>	<u>22.2</u>
Total	36	100.0

Table 20

Official Title in the Line of Staff Organization of
School Business Officials

Title	Number	Percent
Assistant Superintendent	2	3.3
Assistant Superintendent for Business Affairs	1	1.7
Business Manager	26	43.3
Others	<u>31</u>	<u>51.7</u>
Total	60	100.0

In Table 21 data concerned with the employment status of school business officials in Louisiana were reported. Of the number participating in the study, all were employed full time.

Table 21

Employment Status of School Business Officials

Status	Number	Percent
Full time	60	100.0
Part time	<u>0</u>	<u>0.0</u>
Total	60	100.0

In Table 22 data concerned with the number of state/national professional workshops related to school business administration attended in the last two years by school business officials in Louisiana were revealed. Of the number participating in the study, 30 percent attended three to four workshops. Approximately 20 percent attended five or more

workshops. Approximately 17 percent attended one workshop. Approximately 12 percent attended no workshops.

Table 22

State and/or National Professional Workshops Related to
School Business Administration Attended in the
Last Two Years by School Business Officials

Workshops Attended	Number	Percent
None	7	11.7
One	10	16.7
Two	13	21.6
Three - four	18	30.0
Five or more	<u>12</u>	<u>20.0</u>
Total	60	100.0

PERSONAL CHARACTERISTICS OF THE
CHIEF SCHOOL BUSINESS OFFICIAL

The data obtained from the questionnaire items twenty-four through thirty pertained to the personal characteristics of the chief school business official in Louisiana. This information is presented in Tables 23 through 29. The purpose of this section was to determine the personal characteristics of the chief school business official in Louisiana.

In Table 23 data concerned with the present age of school business officials in Louisiana were indicated. Of the number participating in the study, approximately 41 percent ranged between 41 and 50 years. Some 32 percent ranged under 25 to 40 years. Approximately 27 percent ranged from 51 years and older.

Table 23
Age of School Business Officials

Age Range	Number	Percent
25 and under	2	3.3
26 - 30	3	5.0
31 - 35	6	10.0
36 - 40	8	13.3
41 - 45	13	21.7
46 - 50	12	20.0
51 - 55	9	15.0
56 or older	<u>7</u>	<u>11.7</u>
Total	60	100.0

In Table 24 data were presented concerned with the race of school business officials in Louisiana. Of the number participating in the study, all were white.

Table 24
Race of School Business Officials

Race	Number	Percent
White	60	100.0
Black	0	0.0
Other	<u>0</u>	<u>0.0</u>
Total	60	100.0

In Table 25 data were reported concerned with the sex of school business officials in Louisiana. Of the number participating in the study, approximately 82 percent were male. Approximately 18 percent were female.

Table 25
Sex of School Business Officials

Sex	Number	Percent
Male	49	81.7
Female	<u>11</u>	<u>18.3</u>
Total	60	100.0

In Table 26 data were revealed concerned with the marital status of school business officials in Louisiana. Of the number participating in the study, approximately 78 percent were married. Fifteen percent were single. Approximately 3 percent were widowers and another 3 percent were divorced.

Table 26
Marital Status of School Business Officials

Status	Number	Percent
Married	47	78.4
Single	9	15.0
Widower	2	3.3
Divorced	<u>2</u>	<u>3.3</u>
Total	60	100.0

In Table 27 data were presented concerned with the religious preferences of school business officials in Louisiana. Of the number participating in the study, approximately 63 percent were Protestant. Approximately 26 percent were Catholic. It was interesting to note that approximately 5 percent had no religious preferences. Approximately 2 percent had other preferences.

Table 27

Religious Preference of School Business Officials

Preference	Number	Percent
None	3	5.2
Protestant	38	63.3
Catholic	16	26.3
Other	<u>3</u>	<u>5.2</u>
Total	60	100.0

In Table 28 data were reported concerned with the years of residency in their present parish of school business officials in Louisiana. Of the number participating in the study, approximately 40 percent had resided ten or more years. Another 47 percent had resided for life. It was interesting to note that approximately 3 percent had resided one year, 3 percent had resided two years, 3 percent had resided three to five years, and 3 percent had resided five to ten years.

In Table 29 data were presented concerned with the number of civic and political organizations to which school business officials in Louisiana held membership. Of the number participating in the study,

approximately 48 percent held none. Approximately 26 percent held one. Approximately 23 percent held three. Approximately 2 percent held four or more.

Table 28

Residency in Present Parish of School Business Officials

Years	Number	Percent
One	2	3.3
Two	2	3.3
Three - five	2	3.3
Five - ten	2	3.3
Ten or more	24	40.0
Life	<u>28</u>	<u>46.8</u>
Total	60	100.0

Table 29

Civic and Political Organization Membership of School Business Officials

Memberships	Number	Percent
None	29	48.4
One	16	26.7
Three	14	23.3
Four or more	<u>1</u>	<u>1.6</u>
Total	60	100.0

DUTIES AND RESPONSIBILITIES OF THE CHIEF
SCHOOL BUSINESS OFFICIAL

The data obtained from questionnaire items thirty through sixty-one pertained to the duties and responsibilities of the chief school business officials in Louisiana. This information was presented in Tables 30 through 32. The purpose of this section was to determine the duties and responsibilities of the chief school business official in Louisiana.

In Table 30, 31, and 32 data were presented concerned with the duties and responsibilities performed by school business officials in Louisiana. Selected duties and responsibilities performed the most frequently and the least frequently are indicated. The duties most frequently performed by the school business officials in Louisiana were mainly concerned with financial or fiscal management. Some of these duties involved long-range financial planning, awareness of taxation and sources of revenue, and the preparation of reports and data of a financial nature. The duties least frequently performed by the school business officials in Louisiana were mainly concerned with auxiliary services and were not directly related to financial or fiscal management. Some of these duties included warehousing, building construction and site acquisition, preparation and distribution of information, recruitment, in-service training, transportation and food services.

Table 30

Duties and Responsibilities Performed by
School Business Officials

Duty and Responsibility	Yes		No		Not Reporting	
	No.	%	No.	%	No.	%
1. Developed an overall long-range financial plan	44	73	12	20	4	7
2. Conducted long term fiscal planning in terms of community resources and needs .	24	40	29	48	7	12
3. Be knowledgeable in matters concerned with taxation	56	93	4	7	0	0
4. Be alert to new sources of revenue and events which affect the school system and community	46	77	12	20	2	3
5. Purchased supplies and equipment	35	58	25	42	0	0
6. Prepared suitable specifications and standards to be used in purchasing . . .	33	55	21	35	6	10
7. Responsible for warehousing, storing, trucking, and inventory control	25	42	34	57	1	1
8. Planned new building construction and site acquisition	14	23	44	74	2	3
9. Served as contact person for architects in school plant planning	9	15	48	80	3	5
10. Districts with planned school-community relations programs	24	40	35	58	1	2
11. Prepared and distributed information data	11	18	32	54	17	28
12. Most likely member of their staff to be asked to discuss topics of a fiscal nature at meetings of civic or service clubs	31	52	29	48	0	0
13. Prepared parent information pamphlets or brochures giving the school calendar, rules and regulations, and other activities	6	10	52	87	2	3

Table 30 (continued)

Duty and Responsibility	Yes		No		Not Reporting	
	No.	%	No.	%	No.	%
14. Recruited personnel for positions in school business administration	23	38	34	57	3	5
15. Handled the individual and group problems relating to working conditions, benefits, policy and procedure, and provide guidance and information in connection with severance from service for all personnel	23	38	35	59	2	3
16. Organized and directed a program of in-service training aimed at increasing the skills of school business administration personnel and at developing proper attitudes toward the educational objectives	13	22	46	77	1	1
17. Supervised the operation and maintenance of school buildings and grounds	11	18	49	82	0	0
18. Responsible for bus scheduling and route determination	6	10	54	90	0	0
19. Supervised the operation and maintenance of the school bus fleet	5	8	55	92	0	0
20. Had general responsibilities for operation of school food services	13	22	47	78	0	0
21. Supervised the cafeteria operation . . .	4	7	56	93	0	0
22. Prepared financial reports for board meetings	56	93	4	7	0	0
23. Made reports of financial and other data to state departments	58	97	2	3	0	0
24. Used data processing in school operations	38	63	19	32	3	5
25. Supervised data processing	30	50	27	45	3	5
26. Supervised the clerical personnel in the business office(s)	53	88	7	12	0	0
27. Decided on forms to use and made changes as needed	56	93	3	5	1	2

Table 30 (continued)

Duty and Responsibility	Yes		No		Not Reporting	
	No.	%	No.	%	No.	%
28. Established the procedures for record keeping	57	95	3	5	0	0
29. Wrote proposals to secure funds for educational program from private foundations and/or state or federal sources	4	7	56	93	0	0
30. Were the chief financial resource persons in the event of negotiations	41	68	19	32	0	0
31. Had the responsibilities for developing a planning programing - budgeting evaluation system in financial planning . . .	38	64	20	33	2	3
32. Were responsible for other duties not classified as business functions	18	30	37	62	5	8

Table 31

Selected Duties and Responsibilities Performed Most
Frequently by School Business Officials

-
1. Developed an overall long-range financial plan.
 2. Conducted long term fiscal planning in terms of community resources and needs.
 3. Be knowledgeable in matters concerned with taxation.
 4. Be alert to new sources of revenue and events which affect the school system and community.
 5. Purchased supplies and equipment.
 6. Prepared suitable specifications and standards to be used in purchasing.
 7. Most likely member of their staff to be asked to discuss topics of a fiscal nature at meetings of civic or service clubs.
 8. Prepared financial reports for Board meetings.
 9. Made reports of financial and other data to state departments.
 10. Used data processing in school operations.
 11. Supervised data processing.
 12. Supervised the clerical personnel in the business office(s).
 13. Decided on forms to use and made changes as needed.
 14. Established the procedures for record keeping.
 15. Were the chief financial resource persons in the event of negotiations.
 16. Had the responsibilities for developing a planning programing - budgeting evaluation system in financial planning.
-

Table 32

Selected Duties and Responsibilities Performed Least
Frequently by School Business Officials

-
1. Responsible for warehousing, storing, trucking, and inventory control.
 2. Planned new building construction and site acquisition.
 3. Served as contact person for architects in school plant planning.
 4. Districts with planned school-community relations programs.
 5. Prepared and distributed information data.
 6. Prepared parent information pamphlets or brochures giving the school calendar, rules and regulations, and other activities.
 7. Recruited personnel for positions in school business administration.
 8. Handled the individual and group problems relating to working conditions, benefits, policy and procedure, and provide guidance and information in connection with severance from service for all personnel.
 9. Organized and directed a program of in-service training aimed at increasing the skills of school business administration personnel and at developing proper attitudes toward the educational objectives.
 10. Supervised the operation and maintenance of school buildings and grounds.
 11. Responsible for bus scheduling and route determination.
 12. Supervised the operation and maintenance of the school bus fleet.
 13. Had general responsibilities for operation of school food services.
 14. Supervised the cafeteria operation.
 15. Wrote proposals to secure funds for educational program from private foundations and/or state or federal sources.
 16. Were responsible for other duties not classified as business functions.
-

OPINIONS AND ATTITUDES OF THE SCHOOL BUSINESS OFFICIAL

The data obtained from the questionnaire items sixty-two through sixty-nine pertained to the opinions and attitudes of the chief school business official in Louisiana. This information was presented in Tables 33 through 40, with one table for each questionnaire item. The purpose of this section was to determine the opinions and attitudes of the chief school business official in Louisiana.

In Table 33 data were presented concerned with the amount of self-satisfaction (of realizing one's potential) the position provided for school business officials in Louisiana. Of the number participating in the study, 40 percent felt their position afforded them very much self-satisfaction. Approximately 23 percent reported their positions afforded them a considerable degree of self-satisfaction. Another 23 percent reported their positions afforded them a moderate amount of self-satisfaction. It was interesting to note that approximately 7 percent reported some self-satisfaction and 7 percent reported very little self-satisfaction in their position as school business officials.

In Table 34 data were presented concerned with the amount of prestige the position gave school business officials in Louisiana in the school system they served. Of the number participating in the study, approximately 36 percent felt their position afforded them with a considerable degree of prestige. Approximately 31 percent felt their position afforded them with a moderate amount of prestige. Approximately 19 percent felt their position gave them some prestige. It was interesting to note that approximately 5 percent felt their position afforded them very little prestige.

Table 33
Self-satisfaction of the Position by
School Business Officials

Response	Number	Percent
Very little	4	6.7
Some	4	6.7
A moderate amount	14	23.3
Considerable	14	23.3
Very much	<u>24</u>	<u>40.0</u>
Total	60	100.0

Table 34
Prestige the Position Provided School Business Officials

Response	Number	Percent
Very little	3	5.1
Some	6	10.2
A moderate amount	18	30.5
Considerable	21	35.6
Very much	<u>11</u>	<u>18.6</u>
Total	59	100.0

The extent to which school business officials in Louisiana would choose school business administration as a career, if they had their lives to live over was presented in Table 35. Of the number participating in the study, one half would choose school business administration as a

career again. Approximately 38 percent were uncertain. It was interesting to note that approximately 12 percent would not choose school business administration again.

Table 35

Extent to Which School Business Officials Would Again
Choose School Business Administration as a Career

Response	Number	Percent
Yes	30	50.0
Uncertain	23	38.3
No	<u>7</u>	<u>11.7</u>
Total	60	100.0

The extent to which school business officials in Louisiana felt the duties performed were compatible with the job title is presented in Table 36. Of the number participating in the study, approximately 79 percent felt the duties performed were compatible with the job title. It was interesting to note that approximately 21 percent felt the duties performed were not compatible with the job title. Such titles suggested included personnel director, supervisor, and business manager.

The extent to which school business officials in Louisiana felt there was a need for state certification of school business officials was presented in Table 37. Of the number participating in the study, approximately 64 percent felt a need. Of interest to note was that approximately 37 percent felt there was not a need. In fact, several found it very questionable.

Table 36

Extent to Which School Business Officials Felt That Duties
Performed Were Compatible to the Job Title

Response	Number	Percent
Yes	45	78.9
No	<u>12</u>	<u>21.1</u>
Total	57	100.0

Table 37

Extent to Which School Business Officials Felt a Need
for State Certification

Response	Number	Percent
Yes	38	64.4
No	<u>21</u>	<u>35.6</u>
Total	59	100.0

In Table 38 data were presented concerned with the number of persons who worked under the supervision of school business officials in Louisiana. Of the number participating in the study, approximately 53 percent had six or more persons working under their supervision. Approximately 31 percent had three to five persons working under their supervision. Approximately 10 percent had two or more persons working under their supervision. Approximately 5 percent of the participants had one person working under their supervision. Only 2 percent had no persons working under their supervision.

Table 38

Size of Staff Under the Supervision of
School Business Officials

Staff Size	Number	Percent
None	1	1.7
One	3	5.1
Two	6	10.2
Three - five	18	30.5
Six or more	<u>31</u>	<u>52.5</u>
Total	59	100.0

The extent to which school business officials in Louisiana evaluated their staff assistance as adequate was presented in Table 39. Of the number participating in the study, approximately 63 percent did have adequate staff assistance. Approximately 37 percent did not have adequate staff assistance.

Table 39

Extent to Which School Business Officials Evaluated
Their Staff Assistance as Adequate

Response	Number	Percent
Yes	36	63.2
No	<u>21</u>	<u>36.8</u>
Total	57	100.0

The extent to which school business officials in Louisiana rated their relationship with their superintendents in reference to their position was presented in Table 40. Of the number participating in the

study, approximately 64 percent rated their relationship very good. Approximately 20 percent rated their relationship good. Approximately 9 percent rated their relationship fair. Approximately 7 percent rated their relationship average.

Table 40

Extent to Which School Business Officials Rated Their
Relationship with Their Superintendent
Concerning Their Position

Response	Number	Percent
Good	12	20.3
Fair	5	8.5
Average	4	6.8
Very good	<u>38</u>	<u>64.4</u>
Total	59	100.0

Chapter 5

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

This study represented an attempt to identify, analyze and present factors relating to the status of the chief school business officials in Louisiana's sixty-six public school systems. To initiate the study, a review was made of some of the earlier writings concerning school business management.

A questionnaire was employed in order to survey the status of the Louisiana school business official. This instrument inquired into experiences and preparation, personal characteristics, duties and responsibilities, and opinions and attitudes offered concerning the position. Responses from sixty officials were used in the study.

The findings of this survey were presented in numbers and percentages in tabular form. Principal findings, conclusions, and recommendations follow.

SUMMARY

The following were major findings regarding the experience and preparation of school business officials in Louisiana:

1. The years of experience of the school business officials in Louisiana ranged from less than one year to over eighteen years, with the mode at eighteen years or more. Over half had nine or more years in their present system, also with a mode of eighteen years or more. Two-thirds

had no teaching experience prior to taking their present position. Their chief assignment prior to the appointment to their present position was business.

2. Seventy percent of the school business officials in Louisiana had earned a Bachelor's degree or higher, with 30 percent holding the Master's degree or more. Approximately three-fifths majored in business at the undergraduate level and a total of 88 percent majored in either educational administration or business administration at the graduate level. As college graduates they felt college courses in school finance, school business administration, management, school law, and general school administration to be most important in preparing them to meet the demands of the position.

3. Approximately 70 percent of the school business officials in Louisiana did not hold a valid Louisiana teaching certificate. Of those holding one, they were mainly certified to render service as classroom teachers.

4. Professionally, the majority of the school business officials in Louisiana devoted from none to six hours to professional growth per week. About 72 percent did not meet the requirements approved by the ASBO Board of Directors. Approximately 82 percent did belong to the professional organizations of LASBO and ASBO, with 37 percent serving as an officer at one time or another. Only 7 percent had published any articles on education. Approximately 87 percent subscribed to the professional publications of School Management and School Business Affairs. Approximately 78 percent had not completed a professional course related to school business management in the last five years.

State and national meetings and workshops were attended by 76 percent in the last two years by school business officials.

5. School business officials in Louisiana were employed for a length of twelve months and on a full-time status. Approximately 72 percent of their salaries were over \$14,000 a year, with approximately 27 percent earning \$19,000 and over annually. The most prevalent title in the line of staff organization was "Business Manager."

The following were major findings regarding the personal characteristics of the school business officials in Louisiana.

1. The majority of the school business officials in Louisiana ranged in age between 41 and 55 years. All were white. Approximately 82 percent were male and approximately 78 percent were married. Two-thirds were protestant.

2. Approximately 87 percent of the school business officials in Louisiana had resided in the parish for ten or more years of life. Almost half held no membership in civic and political organizations.

The following were major findings regarding the duties and responsibilities of school business officials in Louisiana.

1. Approximately 73 percent of the school business officials in Louisiana developed an overall long-range financial plan for their systems. Forty percent conducted long-term fiscal planning in terms of community resources and needs and over half were the most likely members of the staff to be asked to discuss topics of a fiscal nature. It was their responsibility to prepare and make reports of financial nature to boards and state departments. Approximately 68 percent served as chief financial resource persons in the event of negotiations. Two-thirds had

the responsibility for developing a planning programming-budgeting evaluation system in financial planning.

2. A large majority of the school business officials in Louisiana had the responsibility to be knowledgeable of taxation. A large majority of them also had the responsibility to be alert to new sources of revenue and events which affect the community.

3. Fifty-five percent of the school business officials in Louisiana had the responsibility of purchasing supplies and equipment and preparing suitable specifications and standards to be used in purchasing. Approximately 42 percent were responsible for warehousing, trucking, storing, and inventory control.

4. Approximately three-fourths of the school business officials in Louisiana did not have the responsibility of planning new building construction and site acquisition, nor were approximately 80 percent the contact person for architects in school plant planning. Approximately 82 percent were not responsible for supervision of the operation and maintenance of school buildings and grounds.

5. Approximately 58 percent of the districts served by school business officials in Louisiana did not have a planned school community relations program. Of those having one, approximately 54 percent of the school business officials were not responsible for preparing and distributing informative data. Approximately 87 percent were not responsible for preparing parent information pamphlets or brochures.

6. Almost three-fifths of the school business officials in Louisiana did not recruit personnel for positions in school business administration or handled the individual and group problems relating to working conditions, benefits, policy and procedure, nor provided guidance

and information in connection with severance from service for all personnel. Seventy-seven percent did not have the responsibility of organizing and directing a program of in-service training aimed at increasing the skills of school business administration personnel and at developing proper attitudes toward the educational objectives of the school district.

7. Ninety percent of the school business officials in Louisiana were not responsible for the bus scheduling and route determination. Approximately 92 percent did not supervise the operation and maintenance of the school bus fleet.

8. Approximately 78 percent of the school business officials in Louisiana were not responsible for the operation of the school food services. Ninety-three percent were not responsible for supervision of the cafeteria operation.

9. Two-thirds of the school business officials in Louisiana used data processing in some aspect of their school operations. Half were responsible for the supervision of data processing.

10. Approximately 88 percent of the school business officials in Louisiana did supervise the clerical personnel in the business office(s). Approximately 93 percent decided on the forms to be used and made changes as needed and 95 percent established the procedures for record keeping.

11. Only 7 percent of the school business officials in Louisiana wrote proposals to secure funds for the educational program from private foundations and/or state or federal sources.

12. Almost one-third of the school business officials in Louisiana were responsible for other duties not classified as business functions.

The following were major findings regarding the views of the school business officials in Louisiana.

1. Over three-fifths of the school business officials in Louisiana either found a considerable amount or very much self-satisfaction provided by their positions. Over half felt the position gave either a considerable amount or very much prestige in the school systems they served. Half would choose school business administration as a career again., if they had their lives to live over.

2. Approximately 79 percent of the school business officials in Louisiana felt the duties they were performing were compatible with their job titles.

3. Almost two-thirds of the school business officials in Louisiana felt a need for state certification.

4. Approximately 37 percent of the school business officials in Louisiana did not have adequate staff assistance. Over half had six or more persons working under their supervision.

5. Almost two-thirds of the school business officials in Louisiana rated their relationship with their superintendents in reference to their positions to be very good. Approximately 20 percent rated their relationship with the superintendent as good.

Table 41

Profile of the School Business Official in Louisiana's
Local Public School Systems

<u>Table and Item</u>	<u>Most Frequent Response</u>
Experience and Preparation	
Experience as school business official in Louisiana	18 years or more
Highest degree earned	Bachelor's degree
Years of teaching experience	None
Chief assignment prior to appointment	Business
Louisiana certificates held	None
Services specified to render	Classroom teacher
Major area of undergraduate study	Business
Time devoted weekly to professional growth	None
College courses considered most important in preparation	School finance
Requirements approved by ASBO	Neither
Affiliations in professional organization	Louisiana Association of School Business Officials
Organization office held	No
Publication of education articles	No
Professional publication subscriptions	<u>School Management</u>
Salary range	\$14,000 - \$16,000
Months of employment	12 months
Experience of school business officials in present system	18 years or more
Professional courses related to school business management completed in the last five years	None

Table 41 (continued)

Table and Item	Most Frequent Response
Attendance of state or national meetings in last two years Level	Yes, more than two State
Official title in line staff organization	"Business Manager"
Employment status	Full time
State/national professional workshops related to business administration attended in last two years	Three or more
Personal Characteristics	
Age range	41 - 45 years
Race	White
Sex	Male
Marital status	Married
Religious preference	Protestant
Years of residency in present parish	Life
Civic and political organizations membership	None
Duties and Responsibilities	
Duties and responsibilities performed most/least frequently	
Developed an overall long-range financial plan	Yes
Conducted long term fiscal planning in terms of community resources and needs	No
Be knowledgeable in matters concerned with taxation	Yes
Be alert to new sources of revenue and events which affect the school system and community	Yes
Purchased supplies and equipment	Yes

Table 41 (continued)

Table and Item	Most Frequent Response
Prepared suitable specifications and standards to be used in purchasing	Yes
Responsible for warehousing, storing, trucking, and inventory control	No
Planned new building construction and site acquisition	No
Served as contact person for architects in school plant planning	No
Districts with planned school-community relations programs	No
Prepared and distributed information data	No
Most likely member of their staff to be asked to discuss topics of a fiscal nature at meetings of civic or service clubs	Yes
Prepared parent information pamphlets or brochures giving the school calendar, rules and regulations, and other activities	No
Recruited personnel for positions in school business administration	No
Handled the individual and group problems relating to working conditions, benefits, policy and procedure, and provide guidance and information in connection with severance from service for all personnel	No
Organized and directed a program of in-service training aimed at increasing the skills of school business administration personnel and at developing proper attitudes toward the educational objectives	No
Supervised the operation and maintenance of school buildings and grounds	No
Responsible for bus scheduling and route determination	No
Supervised the operation and maintenance of the school bus fleet	No

Table 41 (continued)

Table and Item	Most Frequent Response
Had general responsibilities for operation of school food services	No
Supervised the cafeteria operation	No
Prepared financial reports for Board meetings	Yes
Made reports of financial and other data to state departments	Yes
Used data processing in school operations	Yes
Supervised data processing	Yes
Supervised the clerical personnel in the business office(s)	Yes
Decided on forms to use and made changes as needed	Yes
Established the procedures for record keeping	Yes
Wrote proposals to secure funds for educational program from private foundation and/or state or federal sources	No
Were the chief financial resource person in the event of negotiations	Yes
Had the responsibilities for developing a planning programming-budgeting evaluation system in financial planning	Yes
Person working under the supervision of school business officials	Six or more
Were responsible for other duties not classified as business functions	No
Views of the Position	
Self satisfaction provided	Very much
Prestige given	Considerable

Table 41 (continued)

Table and Item	Most Frequent Response
Would choose school business administration as a career again	Yes
Felt duties performed are compatible to job title	Yes
Felt a need for state certification	Yes
Persons working under their supervision	Six or more
Had adequate staff assistance	Yes
Relationship with their superintendent	Very good

CONCLUSIONS

The following conclusions were drawn from the findings of this study.

1. In a majority of instances, the educational, preparational level, and the duties and responsibilities of school business officials in Louisiana appeared to be quite high.

2. The duties and responsibilities performed by the greatest percentage of school business officials in Louisiana included:

- a. Long-range financial planning
- b. Preparing and making reports of financial nature
- c. Chief financial resource person
- d. Developing a planning-budgeting evaluation system
- e. Being knowledgeable of taxation and alert to new sources of revenue
- f. Purchasing supplies and equipment

- g. Preparing suitable specifications and standards
- h. Supervising clerical personnel in the business office(s)

3. The duties and responsibilities not performed by the majority of the school business officials in Louisiana included:

- a. Warehousing, trucking, storing, and inventory control
- b. Planning new building construction and site requisition
- c. Contact person for architects in school plant planning
- d. Preparing and distributing informative data in community relation program
- e. Recruiting personnel for positions in school business administration
- f. Handling individual and group problems related to working conditions, benefits, policy, and procedure
- g. Providing guidance and information in connection with severance
- h. In-service training for school business administration personnel
- i. Bus scheduling, route determination or operation and maintenance of the school bus fleet
- j. Operation and supervision of school food services
- k. Writing proposals to secure funds for programs

4. An appreciable number of school business officials in Louisiana reported performing duties not classified as business functions.

5. A majority of the school districts served by school business officials in Louisiana did not have a planned school community relations program.

6. Several school business officials in Louisiana were in need of additional staff assistance.

RECOMMENDATIONS

The following recommendations were drawn from the findings and conclusions of this study:

1. To increase the professional status of the school business officials in Louisiana, the Board of Elementary and Secondary Education should develop and require certification standards for the position of business official.

2. The title of "Business Manager" should be used to identify school business officials in Louisiana.

3. Continuous professional growth of school business officials in Louisiana through attendance, active participation, and completion of workshops, meetings, and courses related to school business management should be encouraged and promoted.

4. School business officials in Louisiana should meet the requirements approved by the ASBO Board of Directors.

5. The school business officials in Louisiana should be relieved of duties not classified as business functions.

6. Adequate staff assistance should be provided for all school business officials in Louisiana.

7. The school business officials in Louisiana should have a Bachelor's degree in business and a Master's degree in the field of education administration. The core of the graduate education program

should include courses related to school finance, school business administration, management, school law, and general school administration.

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APPENDICES

APPENDIX A

SELECTED POPULATION

	<u>Name</u>	<u>Parish</u>	<u>Title</u>
1.	Lloyd Guidry	Acadia	Accountant
2.	Mrs. Mary D. Hance	Allen	Bookkeeper
3.	Mrs. Doris F. Milano	Ascension	Office Manager
4.	Miss Agatha Thibodaux	Assumption	Bookkeeper
5.	Coral P. Mayeaux	Avoyelles	Business Manager
6.	Horace R. Marze	Beauregard	Accountant
7.	Laverne Best	Bienville	Accountant
8.	James Gullatt, Jr.	Bossier	Director, Administration, & Finance
9.	Walter Lee	Caddo	Assistant Superintendent; Business Affairs
10.	Charlie H. Youngblood	Calcasieu	Director of Finance
11.	Ernest M. Cottingham	Caldwell	Bookkeeper
12.	Miss Sybli McCall	Cameron	Bookkeeper
13.	Carman F. Walker	Catahoula	Bookkeeper
14.	James O. White	Claiborne	Supervisor, School Food Services & Business Manager
15.	W. Calvin Herring	Concordia	Business Affairs Manager
16.	Fred A. Lord	Desoto	Bookkeeper
17.	Richard Raether	East Baton Rouge	Director, Finance
18.	Mrs. Grace H. Bour	East Carroll	Bookkeeper
19.	Miss Betty Cain	East Feliciana	Bookkeeper
20.	Paul N. Grillaumin	Evangeline	Business Manager & Accountant

21.	Ronald Mock	Franklin	Office Manager
22.	R. M. Newton	Grant	Director of Federal Programs & Business Manager
23.	Lloyd Porter, Jr.	Iberia	Business Manager
24.	Mrs. Lorraine F. Billings	Iberville	Bookkeeper & Coordinator, General Funds
25.	Kenneth Pardue	Jackson	Bookkeeper
26.	Lionel Tonorey	Jefferson	Manager, Business
27.	Ben Mott	Jefferson Davis	Chief Accountant
28.	Earl Buller	Lafayette	Head, Business Affairs
29.	Mrs. Ethel N. Knoblock	Lafourche	Bookkeeper & Office Manager
30.	Jimmie King	Lasalle	Business Manager
31.	Hayward Hilton	Lincoln	Business Manager
32.	Sam Wild	Livingston	Supervisor, Sales Tax
33.	Mrs. Betty Williamson	Madison	Accountant
34.	Miss Marie Jarvie	Morehouse	Bookkeeper
35.	H. L. Graham	Natchitoches	Assistant Superintendent, Financial Affairs & Supervisor, Child Welfare & Attendance
36.	Dr. Harold T. Porter	Orleans	Assistant Superintendent, Finance & Planning
37.	Joseph W. Lane, Jr.	Ouachita	Business Manager
38.	Mrs. Dorothy S. Fontenelle	Plaquemines	Office Manager & Bookkeeper
39.	James Granier	Pointe Coupee	Business Manager

40.	James A. Cheneval	Rapides	Accountant, Chief
41.	W. B. Robinson	Red River	Business Manager
42.	William F. Matthews	Richland	Accountant
43.	Shelly Wiggins	Sabine	Business Manager
44.	Irwin Ruiz	St. Bernard	Supervisor, Business Affairs
45.	E. H. Flynn	St. Charles	Business Manager
46.	Mrs. Virginia Phillips	St. Helena	Bookkeeper
47.	Gaston Bourgeois	St. James	Director, Sales Tax
48.	Alvin Perret, Jr.	St. John	Director, Accounting
49.	Winfred Sibille	St. Landry	Assistant Super- intendent, Business Affairs
50.	Gary Barras	St. Martin	Business Manager
51.	Mrs. Billie Barnes	St. Mary	Office Manager
52.	Ronald S. Wascom	St. Tammany	Business Manager
53.	Robert Trembath	Tangipahoa	Director, Business Affairs
54.	Mrs. Josie Aly	Tensas	Bookkeeper
55.	Charles C. Collins, Jr.	Terrebonne	Director, Business Affairs
56.	Mrs. Loyce W. Parks	Union	Bookkeeper
57.	Kenneth Delano	Vermillion	Accountant, Financial
58.	Mrs. Dorothy R. Haymon	Vernon	Bookkeeper
59.	Jack T. Young	Washington	Business Manager
60.	Jess C. Easley	Webster	Manager, Sales Tax Office
61.	James S. Olinde	West Baton Rouge	Supervisor, Business Services

62.	Mrs. Dixie Sanders	West Carroll	Bookkeeper
63.	Mrs. Virginia W. Osterberger	West Feliciana	Bookkeeper
64.	Miss Ethel Lea Peters	Winn	Office Manager, Accountant
65.	Miss Marianna Johnson	City of Monroe	Manager Business
66.	Huey F. Powe	City of Bogalusa	Supervisor, Adult Education, Business Manager & Accountant

APPENDIX B

402 Staring Lane
Baton Rouge, Louisiana
August 13, 1975

Dr. Charles W. Foster
Executive Secretary
Association of School Business Officials
2424 W. Lawrence Avenue
Chicago, Illinois

Dear Dr. Foster

I am a doctoral student in the College of Education, Louisiana State University in Baton Rouge, Louisiana. I wish to conduct a study to determine the present status of the chief school business official in the sixty-six Louisiana local public school systems.

As a tool for collecting data for the dissertation, I am formulating a four (4) part questionnaire to include the experience and preparation, personal characteristics, duties and responsibilities, and the views of the chief school business official. I respectfully request permission from the ASBO to revise Part B of the questionnaire used in the Nation-wide Study of School Business Administration Responsibilities In Small School Districts, published in your ASBO Research Bulletin No. 16, to be used in Part III of my questionnaire.

Your assistance in granting me written permission to revise this part of your questionnaire for use in my study will be greatly appreciated.

Sincerely

Gwynn L. Shamlin, Principal
Mayfair Elementary School
East Baton Rouge Parish Schools

RESEARCH

RESEARCH CORPORATION

OF THE

ASSOCIATION OF SCHOOL BUSINESS OFFICIALS

An Educational Research Organization, Incorporated Not for Profit

2424 WEST LAWRENCE AVENUE, CHICAGO, ILLINOIS 60625

TELEPHONE: AREA CODE 312; RAVENSWOOD 8-3204

ADDRESS REPLY TO: DR. CHARLES W. FOSTER, R.S.B.A.
DIRECTOR OF RESEARCH

CORPORATION

August 26, 1975

Mr. Gwynn L. Shamlin, Principal
Mayfair Elementary School
East Baton Rouge Parish Schools
402 Staring Lane
Baton Rouge, LA 70808

Dear Mr. Shamlin:

Congratulations on being a doctoral student at the College of Education, Louisiana State University. We are proud of you for conducting a study to determine the present status of the School Business Administrator in the 66 local public school systems in the state of Louisiana.

You have our permission to revise Part B of the questionnaire used by our research committee and small school districts. You further have our permission to use anything in any of our ASBO publications that will assist you in any way in your doctoral studies for your dissertation.

Enclosed, with our compliments, is a copy of our important bulletin No. 21, revised: THE SCHOOL BUSINESS ADMINISTRATOR 1970. I am sending you this because it is the most reliable and valid statement in print today (to our knowledge) on the duties and responsibilities of the School Business Administrator.

I believe you will find the contents of this publication to be very helpful to you in your work. Good luck!

Cordially yours,

Charles W. Foster, Ed.D.

Dr. Charles W. Foster, CAE
Executive Secretary and
Director of Research

CWF:vlr
Enclosure

APPENDIX D

402 Staring Lane
Baton Rouge, Louisiana
November 6, 1975

Mr. Earl Buller
President of LASBO
P. O. Box 2158
Lafayette, Louisiana

Dear Mr. Buller

Let this communication serve as a written request, in addition to our conversation by telephone last week, for your endorsement of my study.

I am a doctoral student at Louisiana State University in the College of Education. I have chosen as a dissertation topic for study: "A Perception of the Role and Status-Position of the School Business Official in Louisiana."

In the near future, I plan to ask each chief school business official in the local school systems to complete a questionnaire to gather data on this topic. These business officials are members of LASBO. Thus, your endorsement of the study would assure me greater participation and a higher percentage of returns.

Thanking you in advance for your assistance.

Appreciatively yours

Gwynn L. Shamlin, Principal
Mayfair Elementary School
East Baton Rouge Parish Schools

APPENDIX E

402 Staring Lane
Baton Rouge, Louisiana
November 10, 1975

Dear Colleague:

Very little research has been done to establish the status of the school business official. Consequently, many of us who are affiliated with the administration of schools have felt a real need for a study that would examine and clarify the status of the position.

In my doctoral program at Louisiana State University, I am attempting to conduct a study of this nature. The study will be limited to the local public school systems and has the endorsement of the Louisiana Association of School Business Officials. Such research could be valuable in establishing the status of the school business official in the public school systems in Louisiana.

Will you please complete the enclosed questionnaire and return same to me in the self-addressed envelope. Your cooperation will be sincerely appreciated.

Very truly yours,

Gwynn L. Shamlin, Principal
Mayfair Elementary School
E. B. R. Parish School System

Approved:

Bert Gremillion
Major Professor

Earl Buller, President
LASBO

APPENDIX F

402 Staring Lane
Baton Rouge, Louisiana
August 21, 1975

Mr. Joseph W. Lane, Jr.
Secretary of LASBO
100 Bay Street
Monroe, Louisiana

Dear Mr. Lane

Let this communication serve as a written request, in addition to our conversation by telephone last week, for a roster of the membership of LASBO.

I am a doctoral student at Louisiana State University in the College of Education. I have chosen as a dissertation topic for study, "A Perception of the Role and Status-Position of the School Business Official in Louisiana."

In the near future, I plan to ask each chief school business official in the local school systems to complete a questionnaire to gather data on this topic. Thus, there is a need for a roster of names, addresses, and positions of LASBO members.

Thanking you in advance for your assistance.

Appreciatively yours

Gwynn L. Shamlin, Principal
Mayfair Elementary School
East Baton Rouge Parish Schools

APPENDIX G

STATUS STUDY OF THE CHIEF SCHOOL BUSINESS OFFICIAL EMPLOYED BY LOCAL PUBLIC SCHOOL SYSTEMS IN LOUISIANA

- Directions: 1. Mark each answer by placing a "Check" for the desired response.
2. Mark only one answer for each question unless specified otherwise.
3. Please answer all questions.
4. Space will be provided on the final page for your comments, if you have any.

A. Experience and Preparation:

1. How many years of experience as a school business official have you had?

<input type="checkbox"/> One year	<input type="checkbox"/> Nine-eleven years
<input type="checkbox"/> Two years	<input type="checkbox"/> Twelve-fourteen years
<input type="checkbox"/> Three years	<input type="checkbox"/> Fifteen-seventeen years
<input type="checkbox"/> Four-five years	<input type="checkbox"/> Eighteen years or more
<input type="checkbox"/> Six-eight years	

2. What is the highest degree you have earned?

☐ Bachelor's degree

☐ Master's degree in Education

☐ Master's degree in area other than Educational Administration and Supervision

☐ Master's degree plus additional graduate work

☐ Educational Specialist degree

☐ Doctor's degree

☐ Other _____

3. How many years teaching experience did you have prior to taking your present position?

<input type="checkbox"/> None	<input type="checkbox"/> Ten-fourteen years
<input type="checkbox"/> One year	<input type="checkbox"/> Fifteen-nineteen years

☐ Two-three years ☐ Twenty-twenty-four years
☐ Four-six years ☐ twenty-five years
☐ Seven-nine years

4. What was your chief assignment immediately prior to appointment as school business official?

☐ Principal ☐ Industry
☐ Teacher ☐ Business
☐ Superintendent ☐ Position in district of parish office
☐ Other _____ (Specify)

5. Do you have a valid Louisiana teaching certificate?

☐ Yes ☐ No

6. If yes, for item 5, which services are you specified to render?

☐ Administration or Supervision
☐ Classroom teacher

7. What is your major area of undergraduate study?

☐ Elementary ☐ Business
☐ Secondary ☐ Other

8. How many hours per week do you devote to professional growth?

☐ None ☐ 7 - 8
☐ 1 - 2 ☐ 9 - 10
☐ 3 - 4 ☐ 11 or more
☐ 5 - 6

9. Which college courses are most important in the preparation for school business official?

☐ General School Administration ☐ Curriculum
☐ School Law ☐ Management
☐ School Finance ☐ Supervision of Instruction
☐ School Business Administration ☐ Other _____

10. Do you meet the requirements approved by the ASBO Board of Directors? Check both if applicable.

____RSBO (Registered School Business Official)

____RSBA (Registered School Business Administrator)

11. To which professional organizations do you belong? Check those applicable.

____LASBO

____AASA

____ASBO

____Others _____

12. Have you served as an officer in any of the above organizations? If so, please list those organizations.

____Yes _____

____No

13. Have you published any articles on education? Indicate level.

____Yes

____State

____No

____National

____Local

____International

14. What professional publications do you subscribe? Check those applicable.

____Phi Delta Kappan

____Council for Educational Facility
Planners Journal

____School Business Affairs

____Others _____

____School Management

15. What is your current salary as a school business official?

____\$9,000-or less

____\$14,000-\$16,999

____\$10,000-\$11,999

____\$17,000-\$18,999

____\$12,000-\$13,999

____\$19,000-and over

16. What is the length of your yearly employment?

____9 months

____11 months

____10 months

____12 months

17. How many years of experience as a school business official have you had in your present school system?

☐ One year ☐ Nine-eleven years
☐ Two years ☐ Twelve-fourteen years
☐ Three years ☐ Fifteen-seventeen years
☐ Four-five years ☐ Eighteen years or more
☐ Six-eight years

18. How many professional courses related to school business management have you completed in the last five years?

☐ None ☐ Two-three
☐ One ☐ Four or more

19. Have you attended state or national meetings of school business officials in the past two years? (Identify level)

☐ Yes, more than two ☐ No
☐ Yes, at least two ☐ State
☐ Yes, at least one ☐ National

20. What is your official title in the line of staff organization?

☐ Assistant Superintendent ☐ Business Manager
☐ Assistant Superintendent for Business Affairs ☐ Others _____

21. What is your employment status?

☐ Full time ☐ Part-time

22. How many state/national professional workshops related to school business administration have you attended in the last two years?

☐ None ☐ Three-four
☐ One ☐ Five or more
☐ Two

B. Personal Characteristics:

23. What is your present age?

☐ 25 and under ☐ 41-45

☐ 26-30☐ 46-50☐ 31-35☐ 51-55☐ 36-40☐ 56 or older

24. What is your race?

☐ White☐ Other _____☐ Black

25. What is your sex?

☐ Male☐ Female

26. What is your marital status?

☐ Married☐ Widower☐ Single☐ Divorced

27. What is your religious preference?

☐ None☐ Catholic☐ Protestant☐ Other

28. What is the number of years of residency in your present parish?

☐ One☐ Five-ten☐ Two☐ Ten or more☐ Three-five☐ Life

29. In how many civic and political organizations (e.g. Chamber of Commerce) do you presently hold membership?

☐ None☐ Three☐ One☐ Four or moreC. Duties and Responsibilities (If response is no, specify person who performs the task.)

30. Do you develop an overall long-range financial plan for your system?

☐ Yes☐ No _____

31. Do you conduct long-term fiscal planning in terms of community resources and needs?

____ Yes _____ No _____

32. Is it your responsibility to be knowledgeable of taxation?

____ Yes _____ No _____

33. Is it your responsibility to be alert to new sources of revenue and events (outside) which affect the community?

____ Yes _____ No _____

34. Are you responsible for purchasing supplies and equipment?

____ Yes _____ No _____

35. Do you prepare suitable specifications and standards to be used in purchasing?

____ Yes _____ No _____

36. Are you responsible for warehousing, storing, trucking, and inventory control?

____ Yes _____ No _____

37. Are you responsible for planning new building construction and site acquisition.

____ Yes _____ No _____

38. Are you the contact person for architects in school plant planning?

____ Yes _____ No _____

39. Does your district have a planned school community relations program?

____ Yes _____ No _____

40. If yes, are you responsible for preparing and distributing informative data?

____ Yes _____ No _____

41. Are you the most likely member of your staff to be asked to discuss topics of a fiscal nature at a meeting of a local civic or service club?

____ Yes _____ No _____

42. Are you responsible for preparing parent information pamphlets or brochures giving the school calendar, rules and regulations, and other activities?
- _____Yes _____No
43. Do you recruit personnel (non-certified) for positions in school business administration?
- _____Yes _____No
44. Do you handle the individual and group problems relating to working conditions, benefits, policy and procedure, and provide guidance and information in connection with severance from service for all personnel?
- _____Yes _____No
45. Do you organize and direct a program of in-service training aimed at increasing the skills of school business administration personnel and at developing proper attitudes toward the educational objectives of the school district?
- _____Yes _____No
46. Are you responsible for supervision of the operation and maintenance of school buildings and grounds?
- _____Yes _____No
47. Are you responsible for the bus scheduling and route determination?
- _____Yes _____No
48. Do you supervise the operation and maintenance of the school bus fleet?
- _____Yes _____No
49. Do you have general responsibility for the operation of the school food services?
- _____Yes _____No
50. Do you supervise the cafeteria operation?
- _____Yes _____No
51. Are you responsible for preparing financial reports for board meetings?
- _____Yes _____No

52. Are you responsible for making reports of financial and other data to state departments?

____ Yes _____ No _____

53. Do you use data processing in any aspect of your school operations?

____ Yes _____ No _____

54. Are you responsible for the supervision of data processing?

____ Yes _____ No _____

55. Do you supervise the clerical personnel in the business office(s)?

____ Yes _____ No _____

56. Do you decide on the forms to be used and make changes as needed?

____ Yes _____ No _____

57. Do you establish the procedures for record keeping?

____ Yes _____ No _____

58. Do you write the proposals to secure funds for the educational program from private foundations and/or state or federal sources? (i.e., ESEA, NDEA, and others)

____ Yes _____ No _____

59. Are you the chief financial resource person in the event of negotiations?

____ Yes _____ No _____

60. Do you have the responsibility for developing a planning programming - budgeting - evaluation system in financial planning?

____ Yes _____ No _____

61. Are you responsible for any other duties not classified as business functions?

____ Yes (Please specify) _____

____ No _____

D. Views:

62. How much self-satisfaction (of realizing one's potential) does your position provide for you?

Very little

Considerable

Some

Very much

A moderate amount

63. How much prestige does your position give you in the school system which you serve?

Very little

Considerable

Some

Very much

A moderate amount

64. If you had your life to live over, would you choose school business administration as a career?

Yes

No

Uncertain

65. Do you feel that the duties you are performing are compatible to your job title?

Yes

No (Specify)

66. Do you feel there is a need for state certification of school business officials?

Yes

No

67. How many persons work under your supervision?

None

Three-five

One

Six or more

Two

68. Do you have adequate staff assistance? (i.e., clerical, managerial)

Yes

No

69. How would you rate your relationship with your superintendent in reference to your position?

Good

Average

Fair

Very good

VITA

Gwynn Lance Shamlin was born in Monroe, Louisiana on May 9, 1938, the son of Leon Thomas Shamlin and Alberta Calhoun Shamlin.

After graduating from Richwood High School, Monroe, Louisiana, he attended Southern University, Baton Rouge, Louisiana, where he received a Bachelor of Arts degree in 1959 with a major in elementary education and a Master of Education degree in 1966 with a major in administration. He attended Louisiana State University and received plus thirty hours above the Master's degree in 1973.

His professional experiences include nine years as an elementary education teacher. He taught four years in the Monroe City school system and five years in the East Baton Rouge Parish school system. In 1971, he was appointed principal of Mayfair Elementary in the East Baton Rouge Parish school system. In 1976, he became Area Director of Elementary Education in the East Baton Rouge Parish school system of which he is presently serving.

He served in the United States Army from 1959 to 1960 and from 1964 to 1966, at which time he was honorably separated from service.

He is married to Brunetta Aldridge Shamlin. They are the parents of three children, Gwynn Lance II, Kenyatta Dayatra, and Tasha Chantoi.


EXAMINATION AND THESIS REPORT

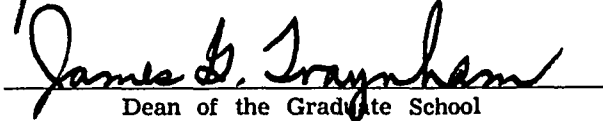
Candidate: Gwynn L. Shamlin

Major Field: Education

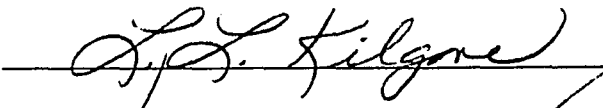
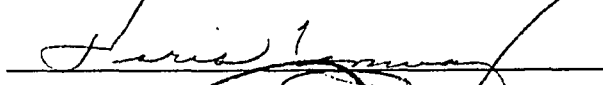



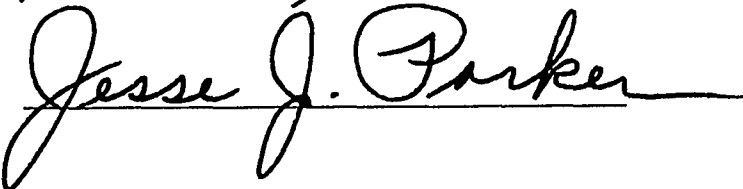
Title of Thesis: A PERCEPTION OF THE ROLE AND STATUS POSITION OF THE SCHOOL
BUSINESS OFFICIAL IN LOUISIANA

Approved:


Major Professor and Chairman


Dean of the Graduate School

EXAMINING COMMITTEE:

Date of Examination:

November 18, 1976